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THE DEVELOPMENT OF HIGH SCHOOLS IN WEST VIRGINIA

A DISSERTATION

Submitted to the Faculty
Of the Graduate School of Arts and Literature
In Candidacy for the Degree of
Master of Arts

Department of Education

By

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THE DEVELOPMENT OF HIGH SCHOOLS IN WEST VIRGINIA

I

Introduction

The purpose of this study is to trace the development of high schools in West Virginia from 1863 to 1920.

The introductory chapter represents a brief account of the development of the public school system as a background for the tracing of the development of high schools. Chapter II is a review of the development of high schools considered in two periods, namely, the period from 1863 to 1908 and the period from 1908 to 1920. Chapter III takes up accrediting of high schools, state supervision and control. Chapter IV traces the development of the curricula in the high schools of West Virginia from 1866 to 1920, and in addition presents a brief discussion of the teachers in these schools.

Chapter II

The Development of the Public School System

When West Virginia was admitted into the Union June 20, 1863, a system of free public education such as leading men within her borders had longed to see, was provided for by the first organic law of the State. The first step leading to the inauguration of this system was taken November, 26, 1861, when the Constitutional Convention met at Wheeling.¹ In this Convention were some of the most distinguished men of the State, a majority of whom were from counties that had already adopted a public school system under the laws of Virginia, and from counties that were strongly in favor of free public education. Hence, it was to be expected that a Constitution prepared by these men for the new Commonwealth would make liberal provision for free public education.²

The following provisions prepared by the Committee on Education were adopted by the Convention and with only a slight change were again adopted by the Second Constitutional Convention held at Charleston in 1873.³

"The legislature shall provide as soon as practicable for the establishment of a thorough and efficient system of free schools. They shall provide for the support of such

1. Whitehill: History of Educ. in W. Va., p. 20.

2. Morgan & Cork: History of Educ. in W. Va., p. 17.

3. Ibid.

schools by appropriating thereto the interest of the invested school fund, and the net proceeds of all forfeitures, confiscations and fines accruing to this state under the laws thereof, and by general taxation on persons and property, or otherwise. They shall also provide for raising in each township by the authority of the people thereof such a proportion of the amount required for the support of free schools therein as shall be prescribed by general laws."¹

The first legislature under this Constitution met at Wheeling June 20, 1863, on the same day that the Constitution was ratified.² The message of the first governor, Arthur I. Bowman to the legislature contained the following recommendation relative to the establishment of free schools.

"I call your especial attention to Article X of the Constitution, requiring the legislature to provide, as soon as practicable for the establishment of a thorough and efficient system of free schools. Ample power is given to provide the funds and to pass all laws necessary for the purpose, and I trust you will take such action as will result in the organization of a thorough and efficient system as soon as the condition of the county is such to make it practicable."³

A senate and a house committee each composed of five members were appointed to draw up a school law for the state. These two committees contained a number of men of large experi-

1. Constitution of West Virginia, Article X.
 2. Lewis, Virgil A.: History of W. Va., p. 100.
 3. Morgan & Cork: Hist. of Educ. in W. Va., p. 17.

ence in teaching. John H. Atkinson, Chairman of the Senate Committee, was a teacher of experience; while A. F. Ross, Chairman of the House Committee, had served sixteen years as professor of ancient languages in Bethany College and had later been principal of West Liberty Academy.¹ The joint work of these two committees was the first school law of the state known as the Acts of 1863, passed December the tenth of that year, and entitled "An Act Providing for the Establishment of a System of Free Schools,"² Under the law of 1863 the public school system of West Virginia had its beginning.

This Act provided for the election of a state superintendent by the joint vote of both branches of the legislature. In accordance with this provision of the law William Ryland White was elected for a term of two years, July 1, 1864.³ With the administration of Superintendent White the free school system was put into operation.

During the first few decades of the history of West Virginia many factors operated to retard the progress of the public school system. In a number of counties, particularly the southern and eastern counties, the people had suffered terribly from the effects of the war, and were consequently, unable for a time to bear the burden of building houses and supporting the schools.⁴ The following report from the county

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1. Lewis: History of Educ. in W. Va., p. 101.
 2. Acts of W. Va. Legislature, 1863, Chap. 137.
 3. Miller: History of Educ. in W. Va., p. 46.
 4. Morgan & Cork: Hist. of Educ. in W. Va., p. 18.

superintendent of Hancock County in 1866 will throw some light on the conditions which prevailed in some sections of the state at that time:

"The system of free schools in our county is progressing as well as could be expected under the circumstances. Our town and county have been much injured during the War, especially along the thoroughfares of the armies. The farms of a great many of our citizens have been paid open as commons. They are unwilling, in fact many of them are unable after paying their taxes and while repairing their farms to appropriate enough money for building school houses and for carrying on the schools generally in the different townships as the law intends."¹

Another factor which retarded the development of the public school during its early existence was the political bitterness growing out of the war. Many of the sympathizers with the Confederacy urged the people to disregard the law and refused to cooperate with the authorities.²

Many other forces hindered educational progress in West Virginia during the early years of its history. There was an indifference to public education on the part of a large number of prominent citizens, who were still influenced by the ideal of education prevailing in Virginia, and who consequently, preferred to send their children and wards to private schools.³ In Virginia the public school had been used to provide education

1. Report of the State Superintendent of Free School, 1866, p.80.

2. Callahan: History of W. Va., p. 230.

3. Whitehill: Hist. of Educ. in W. Va., p. 20.

for indigent children, and hence the pauper school idea obtained in West Virginia for several years. Furthermore there was a prejudice on the part of a great many people against sustaining public schools by taxation. It was believed by many that the benefits derived by the poor were at the expense of the rich, and that some counties would pay into the school fund amounts largely in excess of those which would come to them from the same source.¹ Moreover, the sparseness of the population, the rugged condition of the country, and the lack of adequate means of communication between the different parts of the state acted as retarding factors for many years.² Still further the district system for the support and control of schools together with the lack of any centralized authority to exercise a control over the schools fostered narrowness and provincialism and thus retarded public education.³ And also in some parts of the state the per capita wealth was so low that when the rate of taxation for the support of schools had been placed at the maximum allowed by law, the available funds were not sufficient to sustain the schools and pay the teachers for more than three or four months.⁴

Public education was delayed for a number of years by a lack of trained and efficient teachers. To remedy this defect six normal schools were established, three in 1867 and three in 1872.⁵ Other retarding influences were: (1) lack of adequate

1. Ibid, p. 20.

2. Ibid.

3. Ibid.

4. Ibid.

5. Whitehill, p. 20.

supervision; (2) misapplication of the school funds; (3) lack of sympathy among school officers;¹ (4) etc.

"In many counties supervision of schools by the county superintendent remained a fraud and a farce for decades. In several counties during the first few years of the existence of the school system the superintendents were too ignorant to examine the incompetent teachers. In many instances progress was hindered by misuse of the funds by the school boards who voted themselves a liberal compensation for their services. In several counties the sheriff often postponed the payment of the salary of teachers until they were compelled to sell them at a great sacrifice to the curbstone broker, often a confederate of the sheriff. Examinations in many counties continued to be conducted so loosely and so dishonestly that incompetent teachers found little difficulty in securing certificates. Finally the widespread jobbery in teachers' certificates was almost terminated, in 1903, by the adoption of the uniform examination system."²

Thus, it will be seen that the public school system had many obstacles to overcome before it could become firmly established and make the progress necessary for the development of an efficient system of public education. In his report for 1871 State Superintendent Charles S. Lewis spoke of the free school system as follows:

"The results exhibited give just cause for the future

1. Ibid.

2. Callahan: Hist. of W. Va., p. 230.

educational interests of West Virginia. The number of teachers and scholars, schools and school houses, and the number of months taught during the school year are regularly increasing. Public sentiment is becoming awakened, interested and enlightened in the subject of free school education; opposition is withdrawing and by its practical results our system is daily recommending itself to the judgment and affections of the people."¹

The year 1880-1881 marks the close of an era and the beginning of a new one in the free school history of West Virginia. Prior to that time the superintendent and educational authorities mainly addressed themselves to the preparation and perfection of the laws governing the system of schools required by the Constitution; to the building of houses and securing necessary equipment; to the adjustment of the system to the varied conditions of the people of the State; and to the awakening of the people to an appreciation of the free school system.²

From the superintendent's report for 1865 it seems that the law during that year was in operation in twenty counties and partially in operation in eleven more; that the number of schoolhouses was 123; that the number of schools was 431; and that the number of pupils enrolled was 15,972. The average length of the school term was forty-nine days. The total amount expended for free schools was \$7,772.³

Within the decade from 1870-1880 the number of school-

1. Report of the State Supt. Free Schools, 1871, p. 4.

2. Miller: History of Educ. in W. Va., p. 48.

3. Report of State Supt. of Free Schools, 1865, -- 120.

houses in the State was increased 1444, while from 1880 to 1890 the increase was only 1257. From 1890 to 1900 notwithstanding the wonderful material development of the State the increase in the number of schoolhouses fell to 1102.

The following table, compiled from statistics from the State Superintendent's reports from 1865 to 1920, shows the number of schools, the number of teachers, and the enrollment by years.

This table shows that the increase in the number of schools from 1865 to 1870 was 2,085; the increase from 1870 to 1880 was 1,295; the increase from 1880 to 1890 was 1,154; the increase from 1890 to 1900 was 1,093; and the increase from 1900 to 1910 was 1,243. From 1910 to 1920 there was a decrease in the number of schools. This was due to the consolidation of rural schools.

The increase in the number of teachers employed was 2,018 from 1865 to 1870; 1,729 from 1870 to 1880; 1,357 from 1880 to 1890; 1,576 from 1890 to 1900; 1,715 from 1900 to 1910; and 2,624 from 1910 to 1920.

Thus, it will be seen that the greatest increase in the number of schools was during the years from 1865 to 1870, and that, except for the decade from 1910 to 1920, the greatest increase in the number of teachers was also during the years from 1865 to 1870. These figures must not be taken as an indication that there was a slackening in the growth of the public school system; their true meaning is that the material wants of the system were being in a measure supplied.

TABLE I

Number of Schools, Number of Teachers and Enrollment by Years

Years	Number of Schools	Number of Teachers	Enroll- ment	Years	Number of Schools	Number of Teachers	Enroll- ment
1865	431	387	15,972	1893	5,290	5,937	208,217
1866	935	973	31,741	1894	5,387	6,115	218,815
1867	1,148	1,222	34,927	1895	5,595	6,299	217,708
1868	1,756	1,810	53,724	1896	5,617	6,454	215,665
1869	2,198	2,283	59,028	1897	5,776	6,652	221,436
1870	2,516	2,405	87,330	1898	5,940	6,808	236,935
1871	2,323	2,468	76,999	1899	5,966	6,881	231,076
1872	2,546	2,645	85,765	1900	6,058	7,067	232,343
1873	2,857	3,082	81,100	1901	6,156	7,233	235,191
1874	3,021	3,342	110,356	1902	6,208	7,306	236,015
1875	3,233	3,461	117,845	1903	5,348	7,362	240,718
1876	3,346	3,693	123,485	1904	6,470	7,597	244,040
1877	3,390	3,789	125,332	1905	6,848	7,636	247,505
1878	3,514	3,747	130,184	1906	7,118	7,830	255,160
1879	3,725	4,131	136,526	1907	6,966	8,601	253,147
1880	3,811	4,134	142,850	1908	7,021	8,282	255,059
1881	3,912	4,287	145,003	1909	7,135	8,499	275,858
1882	4,028	4,360	155,544	1910	7,301	8,782	276,258
1883	4,116	4,455	160,606	1911	7,137	9,070	275,252
1884	4,254	4,643	166,266	1912	7,135	9,312	284,757
1885	4,078	4,811	166,520	1913	7,020	9,593	289,951
1886	4,437	4,925	172,257	1914	7,102	9,820	299,135
1887	4,603	5,089	179,507	1915	6,772	10,084	304,871
1888	4,819	5,238	189,251	1916	6,686	10,324	313,873
1889	4,868	5,341	187,258	1917	6,685	10,779	319,462
1890	4,965	5,491	193,064	1918	6,591	10,978	307,381
1891	5,026	5,600	198,376	1919	6,817	10,898	312,895
1892	5,167	5,747	200,789	1920	6,816	11,406	337,976

Another indication of progress is in the increase in enrollment. The preceding table shows that the increase in enrollment from 1865 to 1870 was 71,358; the increase from 1870 to 1880 was 55,520; the increase from 1880 to 1890 was 50,214; the increase from 1890 to 1900 was 39,279; the increase from 1900 to 1910 was 43,915; and the increase from 1910 to 1920 was 61,718. The large increase from 1865 to 1870 was due to the fact that the enrollment in 1865 was very meagre but that by 1870 the public schools had grown in favor with the people so that the enrollment was greatly increased. These figures also show that there was a rapid gain in enrollment during the decade from 1910 to 1920.

A further indication of progress is the increase in the amount spent for school purposes. The following table compiled from the statistics from the State Superintendent's reports shows the cost of education per capita and the total cost by years.

This table shows that in 1870 the state spent \$2.70 for every boy and girl of school age, while in 1903 it spent \$7.38 or more than two and one-half times as much. During the same time the amount actually spent grew from less than half a million in 1870 to almost two and one-half millions in 1903. From 1908 to 1920 there has been a rapid increase both in the cost of education per capita and in the total amount spent for education.

Thus it will be seen that the progress of the public school system was slow during the early years of its existence,

TABLE II

Cost of Education Per Capita and Total Cost by Years

Year	Based on Enumera- tion	Based on Enroll- ment	Based on Average Daily Attendance	Total Cost of Education
1865	----	----	----	\$ 7,722.90
1866	----	----	----	172,734.00
1867	\$2.82	\$9.28	\$16.25	324,517.31
1868	4.00	9.83	17.00	520,852.44
1869	3.12	9.75	15.07	575,623.69
1870	2.90	5.38	8.05	470,129.43
1871	3.35	7.50	11.25	577,718.72
1872	3.48	6.14	9.54	536,736.60
1873	3.53	7.48	9.91	606,991.18
1874	4.14	6.39	10.32	704,767.86
1875	4.24	6.48	10.14	763,812.45
1876	4.25	6.36	10.73	786,117.94
1877	4.00	6.30	9.20	773,658.10
1878	3.39	5.24	7.85	681,818.31
1879	3.44	5.20	7.85	709,071.30
1880	3.37	4.95	7.72	707,552.91
1881	3.56	5.22	8.31	758,475.22
1882	4.00	5.56	8.90	865,878.41
1883	4.27	5.90	9.93	947,370.97
1884	4.32	6.00	10.05	997,431.46
1885	4.42	6.26	9.85	1,043,269.06
1886	4.27	6.02	10.04	1,036,020.46
1887	4.36	6.06	10.04	1,087,744.70
1888	5.62	7.61	11.80	1,240,649.91

TABLE II (Continued)

Year	Based on Enumera- tion	Based on Enroll- ment	Based on Average Daily Attendance	Total Cost of Education
1889	\$5.07	\$7.01	\$10.95	\$1,313,701.05
1890	4.89	6.71	10.62	1,293,164.98
1891	4.69	6.53	10.46	1,360,693.54
1892	5.16	7.16	10.25	1,436,062.53
1893	5.43	7.64	11.85	1,592,188.12
1894	5.56	7.48	11.74	1,616,944.48
1895	5.78	7.77	11.89	1,664,452.35
1896	6.12	8.18	12.62	1,817,665.60
1897	6.32	8.62	13.36	1,897,777.07
1898	6.37	8.31	12.31	1,960,415.54
1899	6.25	8.24	13.18	1,914,733.36
1900	6.56	8.69	13.33	2,019,165.03
1901	6.37	8.61	13.46	2,128,612.60
1902	6.69	8.98	14.18	2,197,133.45
1903	7.38	9.94	14.90	2,393,555.36
1904	7.94	10.61	16.23	2,589,203.28
1905	8.40	11.51	17.94	2,744,577.45
1906	8.91	12.02	17.41	2,970,455.11
1907	9.27	13.04	19.59	3,406,046.75
1908	10.27	14.49	22.35	3,925,753.89
1909	11.87	14.48	20.59	4,341,972.10
1910	12.30	16.57	23.92	4,542,611.67
1911	12.34	16.90	24.64	4,652,173.88
1912	13.00	17.84	26.02	5,081,603.37
1913	13.94	18.77	26.86	5,443,271.58

TABLE II (Concluded)

Year	Based on Enumera- tion	Based on Enroll- ment	Based on Average Daily Attendance	Total Cost of Education
1914	14.78	19.76	26.42	5,910,982.18
1915	17.03	22.90	31.60	6,984,350.00
1916	15.33	20.51	28.75	6,438,007.00
1917	15.80	21.12	29.41	6,758,349.00
1918	17.00	24.58	34.38	7,558,208.00
1919	18.63	26.70	39.43	8,325,769.48
1920	25.26	35.90	45.46	11,291,563.23

but that it has become more rapid in recent years. During the early years of the history of the state the attention of educators was centered upon the improvement of the system of elementary schools. Consequently, high schools lagged behind in their development for a great many years. Within recent years it has become recognized that in order to have an efficient system of public education a system of high schools must be developed. But many changes had to be brought about before an efficient system of public secondary education could be developed.

Chapter III

High School Development

During the greater part of the first half century of the existence of West Virginia as a state the development of high schools was slow. Since high schools depend upon rural and graded schools for their enrollment, and since the educational progress of these schools had been retarded for many years by the operation of adverse factors, it was not to be expected that the high school movement would gain much momentum until an efficient system of elementary education had been evolved. Secondary education received very little attention during the years of slow growth of the free school system; and consequently in many parts of the state ~~the state~~ the facilities of this type of instruction were very meagre and in some cases almost entirely lacking.¹ Some of the academies established while West Virginia was still a part of Virginia and during the early years of its history continued to operate and were for a number of years the only means of supplying secondary education to the inhabitants of the sections of the state in which they were located.² Six normal schools were established, three in 1867 and three in 1872; these together with the preparatory departments of the West Virginia University, established in 1867, the academies, private and denominational

1. Whitehill: Hist. of Educ. in W. Va., p. 25.
2. Lewis, Virgil A.: Hist. of W. Va., p. 99.

schools which sprang into existence from time to time, and the small number of high schools in the larger towns, furnished the only means of secondary education during the first few decades of the operation of the public school system.¹ As a result of this meagreness in the supply of facilities for secondary education, for many years there was a gap between the elementary schools on the one hand and the state university on the other; consequently the university found difficulty in getting students for college work, and hence the preparatory department became the most important part of that institution.²

Before this missing link in the educational system could be supplied and public secondary schools commensurate with the needs of the state developed, many changes must take place. A sentiment in favor of a system of secondary schools supported by the public must be created; the material resources of the state must be developed, thus increasing the per capita wealth and enabling many communities to better support public schools; the state must be led to assume a different policy relative to the support and control of high schools; the state must become more densely populated; better methods of communication must be established; and other retarding factors must be removed.³

It required several decades for these changes to take place. Therefore, the development of high schools in West Virginia logically falls into two distinct periods, namely, the period extending from the inauguration of the public school

1. Report of the State Supt. of Free Schools, 1885-86, p. 20.

2. Callahan: History of W. Va., -- 561.

3. Ibid.

system in 1863 to 1908, and the period extending from 1908 to the present. The first period was one in which the growth of high schools was slow. During this time a sentiment in favor of a system of high schools supported by the public was being created, and retarding social, economic, political, and other factors were being eliminated.¹ High School statistics were not published separately during this earlier period, the only high school data furnished by the State Superintendent of Public Instruction being the number of high schools in operation for each year. The period beginning with 1908 was one of rapid growth in the development of high schools in West Virginia. The high school era may be considered to have begun, however, in 1909, when the State Superintendent organized the division of high schools in the State Department and appointed a State Supervisor of High Schools.² The State High School Supervisor's reports, which have been issued every year since 1909, and which contain fairly complete high school statistics, show that during the latter period there has been a steady growth in the development of high schools in the state.

The Period from 1863 to 1908

The lack of adequate high school data for this period will greatly limit the treatment of the subject and will necessarily confine the discussion to such phases of the development as will show only in a general way the trend of high school

1. Ibid., p. 230.

2. Ibid, p. 561.

progress during the period. No attempt was made until 1909 to collect high school statistics for the state as a whole for the purpose of publication. Hence, the only data available relative to the development of high schools during the earlier years of the public school system are references to the high schools of the state here and there in the state superintendents' reports and in other publications of the period. Even these data are not very reliable for the reason that the term "high school" had never been defined in the state and many of these schools were not high schools in the strictest sense of the term.¹

In spite of the slow development of high schools and the apparent lack of interest in a system of public secondary schools on the part of many of the inhabitants of the state, provision was made in the first school law for the establishment of "higher schools." The committee on education, which drew up the first school law, contained a number of men of large experience in teaching and thoroughly imbued with the public school spirit.² Consequently, it was to be expected that these men in carrying out the Constitutional provisions for education would not only provide for a system of elementary schools, but would also make provisions for the establishment of higher schools. Therefore, the first school law of the state made the following provisions for establishing "schools

1. Report of the State Superintendent of Free Schools, 1905-06, p. 29.

2. Morgan and Cork: Hist. of Educ. in W. Va., p. 16.

of higher grade."

"Whenever, in the opinion of the board, the interests of education within their district require that a central or union school of higher grade be established, the said board shall call a township meeting, by giving at least ten days notice, by written or printed advertisements, posted in at least five of the most public places within their district, specifying the time, place and object of the meeting, which meeting, when convened, shall be organized and conducted as provided for the annual township meeting; and when so organized, the board of education shall submit the proposition for the establishment of such school, with the reasons for the same, together with a carefully prepared estimate of the cost; and if, after full deliberation and discussion, two-thirds of the qualified voters present and voting, shall decide in favor of the proposition, such school shall be established, and the estimated additional cost shall be added to the next annual assessment for school purposes within the district and the board of education shall proceed to put such school into operation."¹

This law states furthermore that "such school when established shall be for all the inhabitants of the district, and specifies the qualifications of the teachers, the branches to be taught, the powers and duties of the board of education, and the method of control of a union school when established."²

Since there was a small negro population in the state and it was not considered desirable to admit negro children to

1. Acts of the W. Va. Legislature, 1863, Chap. 137.

2. Ibid.

February 1890

Dear Mr. [Name]

I have the pleasure to inform you

that your letter of the 15th inst.

has been received and is being

carefully considered.

I am, Sir, very respectfully,

Yours truly,

[Signature]

[Name]

[Address]

[City]

[State]

[Country]

[Post Office]

[Telephone]

[Fax]

[E-mail]

[Web Site]

[Social Media]

[Other Contact Info]

[Closing Remarks]

[Final Signature]

[Final Name]

[Final Address]

[Final City]

the same school as white children, it was deemed necessary to amend the foregoing law in 1866 by specifying that "such school shall be for the benefit of the white inhabitants of the district."¹ Moreover, to make provisions for pupils outside the district to attend such "school of higher grade" the law of 1866 specified that the board of education should admit "scholars not resident of the township at a rate of tuition not exceeding five dollars per quarter."²

A high school law, giving a more definite and detailed statement of the method of procedure to be followed in the establishment of a high school, was enacted in 1867.³ The term "high school" appears for the first time in this law. It was re-enacted in 1873⁴ with very little change, and again in 1881⁵ with only a slight modification. Since in the organization of the free school system the magisterial district was made the unit of support and control, when the law of 1873 was enacted, it was thought desirable to substitute the term district for township, which had been used in the earlier laws.

The law of 1873, which with but slight modification, remained in force during the period under discussion, was stated as follows:

"When the board of education of any district deem it expedient to establish a high school, they shall submit the question to the voters of the district on the day and month of

1. Ibid, 1866, Chap. 74.

2. Ibid.

3. Ibid, 1867, Chap. 98.

4. Ibid, 1873, Chap. 123.

5. Ibid, 1881, Chap. 15.

election named in section two of this chapter, of any year, in the manner following, that is to say: the board shall prepare and sign a notice setting forth the kind of school proposed; the place where it is to be located; the estimated expense of establishing the same, including cost of site, building, furniture, books and apparatus, and the estimated annual expense of supporting the school after it is in operation, with such other information concerning it as they may deem proper; and stating that the question of authorizing the establishment of such school will be submitted to the voters of the district, at the election specified in the notice, which they shall cause to be posted four weeks before the election in at least three of the most public places in the district. A poll shall thereupon be taken upon the said question, at the election specified in the notice, and the result ascertained in like manner as is prescribed in section two of this chapter. The ballots used in voting on the question shall have written or printed thereon the words, "For the high school", or "Against the high school". If it appears by the result of said poll that not less than three-fifths of the voters who voted on the question are in favor of authorizing the establishment of said school the board of education may then proceed to obtain the site and provide proper buildings, fixtures and improvements, and procure necessary furniture, books and apparatus for the said school, to support the same after it is put in operation; for which purpose the board may annually levy an additional tax on the property taxable in their districts, not to exceed in any one year thirty

cents on every one hundred dollars valuation thereof, according to the latest assessment for state and county taxation. The said school shall be under the care and direction of the board of education of the district in which it is established."¹

On account of the sparseness of population in some communities and the low per capita wealth, the inhabitants of many of the districts were unable to support a high school; hence in 1867 a law was passed whereby the boards of education of two or more townships, whether in the same or different counties, were permitted jointly to establish a high school by submitting the question to the vote of their respective townships separately, provided that the vote in favor of the question should not be less than three-fifths of the number of qualified voters voting on the question in each township, and provided further that the levy to support the high school should not exceed thirty cents on every one hundred dollars valuation of taxable property in each township.² This law was re-enacted with some minor changes, such as the substitution of district for township, in 1873,³ and with a slight modification after that date remained in operation during the early years of high school development.

In addition to the foregoing laws most of the special statutes, or amendatory ones, creating separate or independent school districts from the large towns and villages of the state, made provisions for the establishment of high schools. The first one of these districts was created in 1863, and since that time

1. Ibid, 1873, Chap. 123.

2. Ibid, 1867, Chap. 98.

3. Ibid, 1873, Chap. 123.

the number of these districts has increased so rapidly that by 1895 there were forty-seven in existence.¹ The Independent School District of Wheeling was established in 1863 with the following provision for high schools:

"The board may also have power to establish a central high school in which shall be taught algebra, geometry, natural philosophy, and chemistry with such other branches of mathematics or natural science or literature as the board may determine including such as may be necessary for the admission of pupils to the colleges of this or neighboring states."²

The special statute creating the Independent District of Fairmont in 1869 made the following provision for the establishment of a high school:

"The board shall have power to establish an adequate number of primary schools and a central high school in which may be taught all the branches of education usually taught in colleges."³

The Independent District of Parkersburg was formed in 1882 with the following provision for high schools:

"The board of education shall have power to establish, within the district, such schools including high schools as may in their judgment be best for the interests of the district. The branches to be taught in the high school and in the other schools within the district, shall be prescribed by the city superintendent with the approval of the board of education."⁴

1. Report of the State Superintendent of Free Schools, 1895-96, p. 32.

2. Acts of the W. Va. Legislature, 1863, Chap. 137.

3. Ibid, 1869, Chap. 54.

4. Ibid, 1882, Chap. 170.

Most of the special statutes forming independent districts made similar provisions for the establishment of high schools. Thus, it will be seen from the foregoing laws that ample provision for the establishment of high schools by inhabitants of districts and towns willing to tax themselves for the support of public secondary education was made, but that the state did not offer to aid high schools during the early history of the school system except to make regulations relative to their establishment, maintenance, etc.

It is a difficult matter to determine just how many districts and towns established high schools under the provisions of the above-mentioned laws. There are few reliable high school statistics for the first few decades of the public school system, yet the available data show that the high schools of the state fell far short of the needs of the people for secondary education in both number and efficiency. The number of these schools given from time to time in the reports of the state superintendents is not accurate for the reason that the term "high school" had never been defined in the state and many of the so-called high schools were merely higher branches taught in the upper grades of the elementary schools.¹ In most states in which the district is the school unit the district high school has grown out of the elementary school.²

Throughout these earlier years there was continual agitation for more and better high schools on the part of the leading educators of the state, the university and other educational

1. Op. cit., p. 18.

2. Monroe: Principles of Secondary Educ., p. 19.

agencies. Almost every state superintendent from the beginning of the public school system preached the crusade of high education and continually referred to the insufficient number of high schools and the need for better facilities for secondary instruction. Educational literature for the early period of high school development, such as reports of the state superintendent, articles in educational publications, and reports of educational associations, throws considerable light on the condition of the high schools at that time and reveals some of the underlying causes for slow progress as well as the direction of effort to secure better high schools.

Early in the history of the state attention was called to the failure of high schools to be established as needed. State Superintendent A. D. Williams in 1870 says:

"The time has arrived when more attention should be given to high and graded schools for our country towns and larger villages. It is not just to tax the people for schools without providing such schools as the people need. And these country towns and other central points greatly need schools of a higher grade, in which more advanced studies can be more advantageously taught and that can furnish the advantages of a thorough classification and graduation. The school system can supply them and is intended to supply them."¹

In 1873 State Superintendent W. K. Pendleton referred to the high school situation as follows:

"The number of high schools is small, and were it not for a number of private academies in the state, it would indicate

1. Report of the State Supt. of Free Schools, 1870, p. 7.

a meagreness in the provisions for higher elementary instruction that would be very discouraging. The value to any neighborhood of a good graded or high school is not to be computed; and it ought to be in the educational policy of the state to foster and encourage such as far as it is practicable."¹

At a meeting of the West Virginia Educational Association at Mountain Lake in 1883 the question of high schools was discussed, a course of study was presented in outline on the blackboard, and the Commissioner of Education, General John Eaton, who was present, spoke most encouragingly of the high school movement. At that time there were but two or three schools in the state that were attempting to do high school work, and even this was necessarily tentative and the course of study offered somewhat elementary.²

Throughout his entire term of office State Superintendent Benjamin S. Morgan exerted every effort to interest the public in the need of a better system of public secondary schools for the masses of the people. The "Unification of the Educational System of the State" was made a subject of numerous public addresses by Superintendent Morgan. His suggestions were favorably received by the teachers and endorsed by the State Educational Association.³ He stated in his report for 1885-86 that there were fifteen high schools in the state established in connection with the graded schools and that they were doing good work and growing in favor with the people.⁴ In an article

1. Ibid, 1873, p. 10.

2. Ibid, 1905-06, p. 101.

3. Ibid, 1900-01, p. 29.

4. Ibid, 1885-86, p. 7.



relative to the educational system of the state in the above-mentioned report Superintendent Morgan stated that a judiciously planned educational system should embrace at least four classes of schools, that West Virginia had made provision for elementary schools, colleges and universities, and normal schools, but that the only provision that had been made for secondary education was the preparatory department in the state university, a small number of high schools in the larger towns, and the academic work done in the normal schools. He stated, furthermore, that neither the work done in the high schools nor the normal schools was comprehensive enough to prepare their graduates for the university or a first-class college.¹

He spoke still further of the high school situation as follows:

"The lack of ample provision for secondary schools has been and is today the great defect in the educational system of the state, and a consideration of the best means of supplying this class of instruction is a matter of deep significance to the state; an educational problem that must be solved before our educational system is complete.

"The important question is how to enlarge our facilities for high school and academic instruction with the greatest advantage to the people and with the smallest amount of unnecessary expense.

"The experience of the past twenty years has demonstrated this fact that we may not look to private schools to do this work. The establishment of six normal schools with a partial academic

1. Ibid, p. 20.

course, the grammar schools, and the high school work done in the public schools, in all of which we have virtually free tuition, have rendered the establishment of private academies and high schools an utter impossibility. While these institutions remain it is not to be expected that the problem of secondary education will be solved in this way."¹

Superintendent Morgan stated, furthermore, that the direction in which to look for a solution of the problem of secondary education was in the encouragement of the establishment of a system of free public high schools. He gave the following reasons for the establishment of a system of high schools: (1) the high school is the crown and completion of the free school system; (2) it prepares the great body of the people for the duties of life; (3) it prepares for entrance into college by forming the connecting link between the parts of the educational system; and (4) it articulates better with the grammar school than does the academy.²

In his report for 1887-1888 State Superintendent Morgan again emphasized the insufficient number of high schools and the low and irregular work done in these schools.

"But the high schools of the state have come far short of the measure of usefulness to be filled by this part of the educational system; their growth has kept pace neither with the popular demand for secondary education nor with the contemporaneous growth of elementary and graded schools. The schools

1. Ibid.

2. Ibid.

are not only in point of number far below the needs of the state, but the grade of instruction is too low and irregular; and yet this work distributed as it is, generally over the state, and being free, has prevented the establishment of private high schools and academies and must continue to do so. The state needs better high schools and more of them. This part of our educational work must have the necessary attention. Having made provision, for the establishment of this class of schools and seeing that they have not been provided, is it not time, after the lapse of twenty years, to inquire into the cause of their failure to appear?

"The authority given independent school districts is ample enough to establish a high school course in these districts, and some good high school work has been done in a majority of these schools, but it is desultory and irregular and comes far short of what should be done. Under Chapter Forty-five of the Code, the people have all the authority that is necessary to establish either district or joint district high schools, and although this law has been in operation for twenty years, there is not a single district high school in the state."¹

In his report for 1891-92 Superintendent Morgan still further calls especial attention to the condition of the high school work of the state.

"The one important question in connection with the high school claiming the attention of educators and legislative bodies, is how to increase its efficiency and extend its ad-

1. Ibid, 1887-88, p. 16.

vantages to a larger number of the people. To be convinced that this is true of the high school work of West Virginia, it is only necessary to note the fact that there are but seventeen high schools reported, and that not more than five out of this number have a three years' course of study, the other twelve comprising the higher grades in graded schools, the amount of work being quite limited and irregular.

Even if the full number of high schools reported were doing thorough high school work, only eleven per cent of the school population of the state would enjoy the advantages of high school instruction.¹

Dr. E. M. Turner, President of the West Virginia University, in an address delivered before the State Educational Association at Charleston in July, 1887, spoke of the need for measures being taken to develop the power and efficiency of the general educational system. In this connection he stressed the necessity for the establishment of a system of public high schools. He mentioned four benefits to be derived from a system of high schools, namely: to afford better preparation for teachers, nine-tenths of whom had had no training beyond the elementary schools; to enable the normal schools to perform their proper function of training teachers; to prepare young people for college at comparatively little expense; and to furnish a means of secondary education for the overwhelming majority of the youth of the state.²

1. Ibid, 1891-92, p. 15.

2. Ibid, 1887-88, pp. 45-46.

In discussing the high school problem of the state, Superintendent Virgil A. Lewis, after reviewing the high school law of 1873, made the following comments relative to the secondary school work of the state:

"The hope of those who enacted this law has not been realized, and secondary education, or high school work, has been sadly neglected, so much so, that there are at this time thirty counties of the state that have neither high nor graded schools. Under this law the failure has been so complete that there are but seventeen high schools in the state and only seven of these have been established under the provision of this law, the other ten having been organized in Independent Districts under the provisions of special statutes creating the said Independent Districts..... This deprivation is all the more felt by reason of the comparatively small number of reliable academies in West Virginia, which in this respect seems to lag behind all the states in the South. It is difficult to understand why the prosperous city of Wheeling, foremost in the days 'before the war' in the organization of public schools, should still 'linger shivering on the brink and fear to launch away' in the establishment of a high school that would be a model and inspiration to the Commonwealth. The admirable service of the superintendent and able principals of the several grammar schools of that city in caring for the higher grades in these buildings seem to have persuaded the educational public to let them on indefinitely trying to perform this double duty.

1. *Journal of the American Medical Association*, 1997; 277: 1039-1043.

"This deprivation of the children of all of the Southern states of high school opportunities is one of the chief disabilities of their educational system. We have always hoped to see in these states a fair trial of the support of a proper free high school by each county in which all youth of suitable¹ acquirements could be educated."

State Superintendent J. R. Trotter summed up the condition of the high school work of the state in an article in the West Virginia School Journal for February, 1899, as follows:

"Although West Virginia is credited with twenty-four or twenty-five high schools, she must for the present content herself with the reputation of being one of the very few states without a first class high school, first class with reference to the amount and not with reference to the quality of the work done. In former years this was not so noticeable but since the admission requirements of the West Virginia University have been made equal to those of the other colleges and universities, and the boys and girls of the state can not prepare for entrance to that institution at a public high school except one of the normal schools or the preparatory departments of the university, this want of proper secondary school advantages has become more² apparent."

State Superintendent Thomas C. Miller in his report for 1901-02 summed up the high school situation at that time as follows:

"Although in the statistical report for 1902 West

1. Ibid, 1893-94, pp. 19-20.

2. West Virginia School Journal, Feb. 1899, p. 35.

Virginia is credited with forty-two high schools, it must be remembered that the term 'High School' has never been specifically defined in this state, and that there is a very great¹ difference in the course of study offered in these schools."

In his report for 1905-06 Superintendent Miller spoke still further of the high school work:

"One of the greatest educational needs of West Virginia today is a much larger number of good high schools. While in name we have fifty or more, in reality we have but few, and they are necessarily found in our larger towns and the cities. Some statistics recently collected from the high schools of the state² indicate a great difference in the standard of requirements."

In the absence of any reliable high school statistics the foregoing quotations from the leading educators of the state have been given to show the condition of the high school work during the different years, and to reveal some of the problems that confronted the educators of the state in the establishment of a system of high schools to meet the needs of the state for secondary instruction.

Several causes were given for this lack of secondary schools during the early years of the school system, one of the most important being the opposition on the part of many³ citizens to the support of high schools by general taxation. Another important obstacle in the way of the establishment of high schools was the large number of independent school districts

1. Report of the State Supt. of Free Schools, 1901-02, p. 29.

2. Ibid, 1905-06, p. 20.

3. Whitehill; History of Educ. in W. Va., p. 26.

formed by making separate school districts of the larger towns and villages in the magisterial districts. In 1892 not one of these districts except the city of Wheeling contained a large enough population to warrant the district in undertaking to equip and carry on an efficient high school. They contained sufficient population for good graded schools, but not enough for efficient high schools. The policy of establishing these independent districts had been abused and carried to such an extent as practically to prevent indefinitely the growth and extension of high school instruction, and greatly to injure the school system. A number of these districts contained a school enumeration of less than one hundred, twelve an enumeration of less than two hundred, and fifteen an enumeration of less than five hundred. Many of these districts should never have been formed and many of them¹ should have been formed under the graded school law.

Another reason for the failure of an efficient system of secondary schools to be established was that the English idea of education which was brought over to Virginia and which was so detrimental to the growth of a sentiment in favor of public education continued to operate in that state as well as in some parts of West Virginia.

"The chronic defect in present English system of public instruction, established the same year as the public schools in Virginia, is that it cannot obtain parliamentary aid above the elementary grades. As a consequence it is regularly avoided by

1. Report of the State Superintendent of Free Schools, 1891-92, p. 16.

the "middle class", and remains with all its undeniable merits, a school for the poor. It is not well that a state that thirty years ago cast in its lot with the new American ideal of public and private life, should linger longer in the cold shadow cast¹ across the ocean by the conservatism of the mother land."

Another factor which retarded high school progress was the lack of state aid for many years. The magisterial districts into which the county was divided, were in many instances, so overburdened by taxation necessary to defray the expenses of primary schools that they were unable to support a high school. Hence, without state aid in these districts where the valuation of property was small it was impossible to maintain a high school. Many of these districts had little or no property in the form of railroads or other public works. Practically all their revenues were raised from a tax on farm lands and personal property. They were for this reason less able to build school houses and support ^{schools} ~~them~~ than were the more favored districts that had coal, oil, gas, and public service corporations² as sources of school revenues.

Furthermore, it was thought that one reason why high schools were not established in more of the rural districts was that the law was defective in that it specified that the board of education should determine whether the people should vote upon the question of establishing a high school, and that the law should be amended so that upon the petition of a stated

1. Ibid, 1893-94, p. 20.

2. Ibid, 1908-10, p. 90.

number of tax payers of the district the board of education would be required to submit the question to a vote of the people.¹

Several other reasons were given for the meagre supply of secondary schools during the early years of the public school system and up until within a few decades ago. One frequently mentioned was that there was a lack of interest in the public secondary schools on the part of the public.² Another reason given was the sparseness of the population, the people being dispersed over a wide area with few towns of sufficient size and valuation to support an efficient high school.³ A very important reason for the failure of high schools to be established in numbers suited to the needs of the state and for the inefficiency of those in existence was the lack of an efficient system of elementary schools for so many years.⁴

One great defect in the public educational system was that there was no articulation between its parts. In this connection articulation simply means arranging the work in one part of the school system so that upon its completion there will be promotion into the next higher division. It is freely recognized that due to psychological, sociological and other factors there is a gap and an abrupt transition between the elementary and the high school.⁵ One reason for this lack of articulation was that there had been no definition of the

1. Ibid, 1885-86, p. 8.

2. Ibid, p. 24.

3. Ibid, 1893-94, p. 19.

4. Ibid, 1905-06, p. 103.

5. Inglis: Principles of Secondary Educ., pp. 274-290.

function of the parts of the educational system. The elementary schools gave instruction in high school subjects and the normal schools and university also gave instruction in secondary subjects.

The lack of well-graded schools until well into the last part of the nineteenth century was a hindering factor. This was due to the fact that in West Virginia as well as in many other states the district system militated strongly against the development of well-graded schools.¹ In the district schools there was a lack of a uniform system of gradation and promotion from year to year; hence before better articulation could be brought about a graded course of study must be worked out and adopted by the schools. No provision of law requiring the classifying and grading of the work of the sub-district school had been made until 1890 when a law was passed requiring the state superintendent to make out a course of study to be used in the elementary schools of the state.² Another factor which hindered the proper articulation of the work of the elementary and secondary schools was the lack of efficient supervision. The introduction of district supervision aided greatly in bringing about uniformity in the work of the district schools.³ Moreover, consolidation of schools was a great help in bringing about better relations between the elementary schools and the high schools.⁴

1. Ibid, p. 272.

2. Report of the State High School Supervisor, 1910-11, p. 7.

3. Ibid.

4. Report of the State Supt. of Free Schools, 1908-10, p. 80.

Furthermore, during this period there was a continual agitation on the part of the educators of the state, the university and other educational agencies for better articulation between the secondary schools and the higher institutions of learning. One argument given more frequently than any other for the establishment of more and better high schools was that the public educational system of the state lacked proper unity and articulation, and that a system of high schools should be established for the purpose of unifying the educational system.

At the State Educational Association in July, 1885, the subject of the high school work of the state occupied a prominent place and among the representative educators there was a strong sentiment in favor of the state's assuming a policy looking to the regulation of the courses of study pursued in the high schools so that there would be more uniformity in the work of these schools. A committee was appointed to draw up a course of study for the high schools. The course of study drawn up by this committee was printed in the State Superintendent's report for 1885-86 as well as in other educational publications with the recommendation that it be followed by the high schools.¹

In 1885 of the fifteen high schools in the state there were a very small number with courses of study sufficiently advanced to prepare for admission to higher institutions of learning.² while in 1891 out of the seventeen high schools in

1. Ibid, 1885-86, p. 8.

2. Ibid.

the state there were only five with a three years' course of study.¹ The school law in force at that time provided that boards of education should have authority to establish and maintain high schools, but made no requirements whatever as to the course of study to be offered in such schools, each town or independent district providing such course as it chose.² Consequently, for many years there was a demand that courses of study of the high schools be modified so that each school would not be a system to itself but that there would be some uniformity in the work of these schools.³

To secure better articulation between the high schools and the higher educational institutions, the faculty of the West Virginia University invited the high schools of the state to adjust their courses of study so that the students of these schools could prepare to enter classes of the university, and offered to admit on their diploma the graduates of such schools as were approved by the faculty.⁴

Furthermore, in order to establish better unity between the parts of the educational system, the State Educational Association at its annual meeting at Charleston in 1896, appointed a committee of five to draw up a course of study for the high schools of the state and to draft a bill to be presented to the next legislature with the recommendation that it be added to chapter forty-five of the Code of West Virginia.

1. Ibid, 1891-92, p. 15.

2. Ibid, 1905-06, p. 102.

3. Ibid, 1897-98, p. 98.

4. Catalogue of W. Va. University 1886-87, p. 41.

For some unknown reason the bill was killed in the Committee on Education in the House. Consequently the condition of the high schools remained unchanged for several years.¹

Another marked defect in the high school system of the state was the lack of some centralized authority to determine what the minimum requirements should be and to prescribe definitely the course of study that should be offered as well as to formulate rules and regulations for the general control of such schools. Moreover, there was a lack of some centralized authority to supervise the schools and maintain a definite standard of work.²

Many remedies were proposed whereby these defects could be removed and an efficient system of high schools developed. It was said that the law was defective and that it should be amended.³ As has been mentioned previously, one of the chief obstacles in the way of the establishment of high schools was the large number of independent school districts created under the provisions of special statutes. It was thought that the solution of the problem lay in the establishment of larger and different units for high schools than for graded schools.

"The solution of the high school question in this state, it is believed, points first to the establishment of separate high school districts, including the graded school districts. In many counties the entire county must be included in one high school district.

1. Report of the State Supt. of Free Schools, 1897-98, p. 16.
 2. Ibid, 1905-06, p. 20.
 3. Ibid, 1887-88, p. 16.

"The solution of this problem is going to require a great deal of labor. There will be opposition that will not give way without a struggle. It will not be solved in a day, and it will call for the united strength of all friends of the movement."¹

"The solution of the high school question is one of the most difficult problems connected with the public school administration, and the sparser the population the greater the difficulty becomes."²

"Legislation is needed and that right soon to remedy this condition before it becomes permanently fixed upon the free school system with all of its unfairness and injustice.

"A present and partial remedy will be found in the following course: Let the several laws establishing the independent districts be so changed as to limit the authority of these districts to the establishment of primary graded schools, except where the magisterial district or districts refuse to join in supporting a high school, and let the high school be a district school to be supported by a separate tax to be paid by the district or districts as the case may be. These changes in the present law would enable high schools and better than the present high schools to reach forty per cent of the school population instead of eleven as they now do."³

Other remedies proposed were: (1) state aid; (2) a law defining the relation that should obtain between the parts of

1. Ibid, p. 17.

2. Ibid, 1891-92, p. 6.

3. Ibid.

the school system; (3) some centralized authority to prescribe a course of study and maintain definite standards; (4) state supervision and control; (5) etc.

Most of the educators advocated the establishment of a system of county high schools as a method of solution of the high school problem. Dr. E. M. Turner in a paper entitled, "Secondary Schools - Their Place in a Complete System of Public Education", published in the report of the State Superintendent in 1888, proposed a plan whereby a system of county high schools could be established. In this plan he suggested that the state appropriate \$300, \$400 and \$500 for the payment of teachers' salaries, provided the educational authorities of the county raised the remaining sum by local taxation.¹

In his report for 1893-94 State Superintendent Virgil A. Lewis also proposed a plan for a system of county high schools similar to that proposed by Dr. Turner.²

As the counties became more densely populated the demand for county high schools was replaced for the most part by one for a good system of district high schools, for it was felt that one high school would not be sufficient for most counties of the state.³

That the high school progress was slow during the years under discussion has been shown in the preceding part of this chapter. The only high school statistics given by the State Superintendents in their reports were the number of high schools in operation for each year. Since some of these so-called high schools were merely high school subjects taught in the grammar

1. Ibid, 1887-88, p. 48.

2. Ibid, 1893-94, pp. 21-23.

3. Ibid, 1905-06, p. 20.

grades, these statistics cannot be considered absolutely accurate. The following table shows the number of high schools in operation in the state as a whole beginning with 1865 and extending to 1908.

TABLE III

1

Number of Public High Schools By Years

Year	Number	Year	Number
1865	5	1887	19
1866	-	1888	25
1867	2	1889	17
1868	-	1890	20
1869	7	1891	14
1870	1	1892	17
1871	3	1893	18
1872	3	1894	20
1873	2	1895	20
1874	2	1896	22
1875	8	1897	27
1876	5	1898	38
1877	5	1899	37
1878	10	1900	39
1879	8	1901	40
1880	8	1902	42
1881	11	1903	42
1882	10	1904	43
1883	6	1905	45
1884	7	1906	46
1885	13	1907	72
1886	15	1908	73

1. Report of State Supr. of Free Schools,
1865-1920.

This table shows that during the first few decades there was a slow and almost imperceptible growth in the number of high schools but that the growth became somewhat more rapid at the close of the period. During the last few years of the period there was an indication that public sentiment was being awakened. A number of towns and magisterial districts voted

on the question of establishing high schools in 1905 and 1906¹ with favorable results in most cases.

In some districts the valuation of taxable property was too small to support a high school, but by uniting the entire property valuation of the county, a county high school could be supported on a comparatively small rate of levy. In 1905 there were two special enactments of the Legislature for the establishment of county high schools in Tyler and Ritchie Counties.

These acts determined how the county high school board should be constituted, what the maximum rate of levy should be, and made other necessary regulations not provided for in the general law. Before these high schools could be established, the question must be voted on by the people of the county. The vote on the question was defeated in Ritchie County but was² carried by a handsome majority in Tyler County.

These two were the only county high schools created by legislative enactments within this period. During the early part of the period there were few district high schools, most of the high schools having been established in towns and cities.

One of the first high schools established in West Virginia was at Parkersburg. In 1865 the public school system was established in that city. The high school was organized in 1867 under the provision of the general school law, but there³ were no graduates until 1874; at that time there were three.

1. Ibid, 1905-06, p. 20.

2. Report of the State Supt. of Free Schools, 1905-06, p. 20.

3. Whitehill: History of Educ. in W. Va., p. 34.

The Independent School District of Parkersburg was created by special statute in 1882 with provision for a high school.¹ Until 1889 only three years were required to complete the course of study, but by 1902 four years had been added to the course,² the fourth year being optional. Since 1903 there have been four regular years' work in the high school. Up to and including 1904 there had been 453 students to graduate from the high school.³ The high school enrollment for 1903-04 was 305.⁴ In 1884 a high school was established for colored children.⁵ In 1889 this was the only colored high school in the state.

Another town that established the public school system early in its history was Charleston. The first free schools were organized in that city in 1864; and the first school was taught in the basement of the old Virginia Street Methodist Episcopal Church.⁶ The Independent School District of Charleston⁷ was created in 1871.

In 1879 the first class consisting of two members was graduated from the high school. From that time until 1892 the graduates have been as follows:

Year	1880	1882	1884	1885	1886	1888	1889	1890	1891	1892
Number	1	3	3	2	1	2	5	3	5	8

1. Acts of the W. Va. Legislature, 1882, Chap. 170.

2. Miller: History of Educ. in W. Va., p. 193.

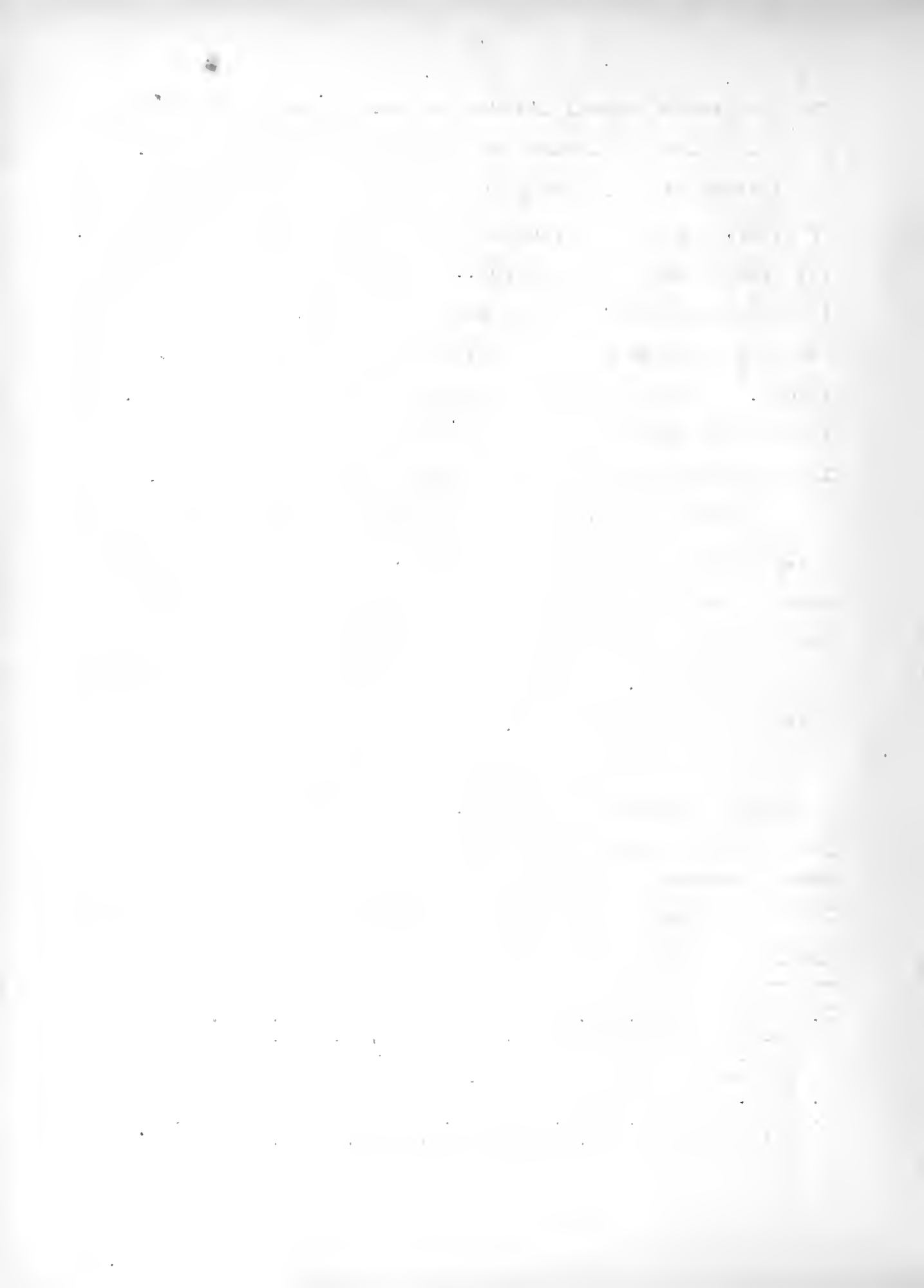
3. Ibid.

4. Whitehill: History of Educ. in W. Va., p. 35.

5. Ibid.

6. Cork & Morgan: Hist. of Educ. in W. Va., pp. 57-60.

7. Acts of the W. Va. Legislature, 1871, Chap. 48.



The graduating class of 1907 consisted of twenty-five members.

In addition to the high school for the white population Charleston also has a high school for the colored children. In 1904 a four years' course of study was offered in this school.

The first public school in Huntington was established in 1872. The schools were under the control of the City Council until 1889 when the Independent District of Huntington was formed and the schools placed under the control of a board of education.

Previous to 1887 the course of study for the Huntington schools comprised the common branches only with the addition of algebra, physical geography and rhetoric. In 1887 the high school was organized with a course of study of three years. In 1904 two courses were offered with a possible third, and in 1905 the course was revised, the scope of the work in science being enlarged and two years of German being added. In 1904 a new high school building was erected at a cost of \$40,000. A high school course of two years was established for the colored children of Huntington in 1893. The graduating class that year consisted of three members.

The first free schools were opened in Wheeling in 1848 while West Virginia was still a part of Virginia. Under the Act of the Virginia Legislature in 1849 Wheeling became an independent district. One of the first subjects discussed by the

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1. Miller: History of Educ. in W. Va., p. 187.
 2. Ibid, p. 305.
 3. Morgan & Cork: Hist. of Educ. in W. Va., p. 40.
 4. Ibid, p. 44.
 5. Miller: Hist. of Educ. in W. Va., p. 144.
 6. Ibid, p. 267.

board of 1849 was the establishment of a high school. The following is found as part of the minutes of the first meeting:

"On motion, Messrs. Johnston and Wickham were appointed a committee to select a proper site for the erection and establishment of a central high school, and make report to this board." Subsequent reports show that the site was secured and finally sold. Thus, the city was for many years without a high school.¹

The Independent School District of Wheeling was created in 1863 with provisions for a high school in the charter.² Until a high school was established the high school subjects were taught in the grammar grades.³ In 1897 provisions were made for the establishment of a high school to replace the grammar schools. This school was opened in October, 1897, with an enrollment of 279. A principal and seven teachers did the work for that year, but the course of study has since been expanded until in 1904 a principal and ten teachers were required. In 1904 four parallel courses, each covering four years, were open to students. The enrollment in the high school varied from 238 to 298 pupils for each year since the establishment of the high school until 1904. The total number of graduates up to 1904 was 267 - 67 boys, and 200 girls.⁴ The Lincoln School for colored children also maintained a high school with the same course as that for the white high school.⁵

1. Morgan & Cork; Hist. of Educ. in W. Va., p. 51.

2. Acts of the W. Va. Legislature, 1863, Chap. 137.

3. Report of the Commissioner of Educ., 1871, p. 365.

4. Miller; History of Educ. in W. Va., p. 165.

5. Ibid, p. 243.

THE HISTORY OF THE

REIGN OF

CHARLES THE FIRST

BY

JOHN BURNET

OF

THE UNIVERSITY OF OXFORD

IN TWO VOLUMES

LONDON

Printed by J. Streater

at the Sign of the Gun

in St. Dunstons Church

near the Temple

1659

Printed by J. Streater

at the Sign of the Gun

in St. Dunstons Church

near the Temple

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The Period from 1908 to 1920

The year 1908 marks a new era in the development of high schools in West Virginia. By this time public sentiment had become thoroughly awakened to the need of better high schools, thus making it possible to put through many progressive measures for increasing the efficiency of the high schools of the state. During this year the state legislature enacted several important laws relative to the high school work.

One of the chief enactments was that creating the state board of education. For a long time the desirability of having some centralized authority to prescribe a course of study, make rules and regulations relative to the high school work, and exercise some general control ¹ by way of maintaining a uniform standard, had been recognized. Therefore to supply this felt need, in 1908, an act was passed creating a state board of education, composed of the state superintendent of free schools and five other persons engaged in educational work appointed by him, one from each Congressional district and not more than three from the same political party. The state board of education performs the duties previously performed by the state board of examiners, and in addition constitutes a committee on course of study. Furthermore, the board makes rules and regulations relative to the management of the schools and performs other duties of a like nature. ²

Several other laws having an important bearing on high

1. Report of State Supt. of Free Schools, 1905-06, p. 20.
 2. Acts of the W. Va. Legislature, 1908, Chap. 27.

schools were enacted in 1908. One that had been greatly needed was the enactment providing for the issuing of high school certificates. Previously to this date teachers were permitted to teach in the high schools on a first grade elementary certificate. Moreover, many of them were not sufficiently prepared to do good classroom work. Hence, it became apparent that before the high school work could be increased in efficiency, a higher standard of scholastic attainment for the teaching force must be set up. Consequently, an act was passed providing that high school certificates, valid throughout the state and required for teachers in high schools, should be granted.¹

Besides raising the scholastic standard of the teaching force it was necessary to bring about other changes. In this connection it became apparent that some change must be made in the high school law by way of setting a more propitious time for holding the high school election, as well as providing for a more reasonable levy. Therefore, the district high school law which had been in force through the first period of high school development was amended by specifying that the high school election should be held on the third Tuesday in May, and by omitting the clause specifying the amount of levy to be laid, this being taken care of elsewhere.²

In addition to the foregoing a new enactment authorizing boards of education to establish district high schools without first submitting the question to a vote of the people was passed.

1. Ibid.
2. Ibid.

This law was as follows:

"In any district in which there is a town, village or densely populated neighborhood having two or more schools in the same building, the board of education may establish a graded school therein and in addition to the graded school herein provided for, in a town or village having four or more schools in the same building a high school may be established which shall be open to all pupils of sufficient attainment in the magisterial district in which the school is located; provided the levy necessary to support said school and all other schools of the districts shall not exceed twenty-five cents on the one hundred dollars valuation for the teachers' fund, and fifteen cents on the one hundred dollars valuation for the building fund.¹"

Furthermore, in order to prevent high schools from being continued in districts in which the people were unable or unwilling to support them or in which the enrollment was not sufficient to warrant the continuation of the schools, an act was passed providing that any district high school should be discontinued at the end of any year upon the petition in writing of at least seventy-five per cent of the tax-payers.²

Before good high schools could be established it was necessary to provide suitable buildings, to furnish and equip them with the necessary library facilities, suitable laboratories, etc. Many boards of education were unable to raise the money for this purpose in any reasonable length of time. Hence,

1. Ibid.

2. Ibid.

to overcome this difficulty in 1908 a law was passed whereby the board of education of any district or independent district containing a town or city with an enumeration of youth of school age of three hundred or over might borrow money and issue bonds for the purpose of building, completing, enlarging, repairing,¹ or furnishing the school house.

In addition to the above-mentioned difficulty boards of education encountered still another problem in providing funds to support the schools. The levy prescribed by law was in many cases insufficient to maintain a high or graded school for a longer term than six months.² Consequently, to remedy this difficulty two laws were passed, one in 1908, and the other in 1909. The law of 1908 is as follows:

"Provided that if boards of education in a city or independent school district of less than ten thousand population maintains a high school in such district or maintains a high school in connection with one or more of the districts the board may levy for the support of said high school in any one year not to exceed ten cents on each one hundred dollars of said valuation."³

The law passed in 1909 is as follows:

"Provided, however, that in any district which contains an incorporated city or town where a graded or high school is maintained which is continued for a longer period than six months the board of education shall have authority to lay a levy in

1. Ibid.
2. Ibid.
3. Ibid.

addition to the levies above specified (the regular levies for the district teachers and building fund) sufficient for all purposes to conduct the school of said city or town for the term fixed.¹"

The number of laws relating to the high schools of the state passed by the Legislature in 1908 and 1909 indicated that there was any awakened interest in the high school movement on the part of the law-making bodies and the public as a whole. But in addition to helpful legislative enactments, for the purpose of facilitating high school progress there were other desirable measures which had been hoped for by the friends of the public school system. One of these was that there should be some centralized authority to supervise the high school work and bring about some uniformity in the work of these schools. Hence, to fill this need in 1909 the State Superintendent organized the division of high schools in the State Department² and appointed a State Supervisor of high schools.

The high school movement was thoroughly launched in 1909. Campaigns were organized, high school propaganda was scattered throughout the state, and many meetings were held for the purpose of putting the movement thoroughly on foot.³ "The slogan adopted was 'One Hundred High Schools for West Virginia within four years'. The crusade was organized, literature published and sent broadcast and where the people manifested an

1. Ibid, 1909, Chap. 90.

2. Callahan: History of W. Va., p. 561.

3. Ibid.

interest in the high school project, information and assistance¹ were given in working out the problem."

As a result of these campaigns and the various influences at work the high school movement gained considerable momentum. During the years immediately following 1909 several important and much needed legislative measures were enacted. One of the chief acts was that for the classification of high schools. It has been previously pointed out in this chapter that the term high school had never been defined in West Virginia. Hence, there were schools locally called high schools in which little or no high school work was done. Moreover, the courses of study in the different high schools varied greatly and for a long time it had been felt desirable to have some uniform standard to be followed by all high schools. It was felt desirable also to set up some standard comparable with that of other states so that students prepared in the high schools of West Virginia could enter the colleges and universities of those states on their credentials. Furthermore, the scholastic attainment of the teachers was too low, there being a great many teachers in the high schools without degrees and with little or no preparation beyond the high school. And also, in many of the high schools there were too few teachers to do efficient work.² Consequently, to remedy the above-mentioned as well as other defects in the existing conditions of the high school work, the Legislature in 1911 passed the following law whereby the high schools of the state were classified:

1. Ibid.

2. Report of the High School Supervisor.

"(b) The high schools of this state shall be divided into three classes as follows:

" High schools of the first class shall include all high schools offering courses of study covering four years of not less than thirty-two weeks each - and after July 1, 1913, of not less than thirty-six weeks each and employing not fewer than three thoroughly qualified high school teachers who devote all of their time to the teaching of high school subjects.

" High schools of the second class shall include all high schools offering courses of study covering three years of not less than thirty-two weeks each - and after July 1, 1913, of not less than thirty-six weeks - and employing not fewer than two thoroughly qualified high school teachers who devote all of their time to the teaching of high school subjects.

" High schools of the third class shall include all high schools offering courses of study covering two years of not less than thirty-two weeks each - and after July 1, 1913, of not less than thirty-six weeks each - and employing at least one thoroughly qualified high school teacher who devotes all of his time to the teaching of high school subjects.

" It shall be the duty of the state superintendent of schools to classify all of the high schools of the state in accordance with the provisions of division "b" of this section." ¹

The section following the foregoing law contained a provision that had been advocated for years by the prominent educators of the state, namely, an act granting state aid to classified

1. Acts of the W. Va. Legislature, 1911, Chap. 68.

high schools. Many communities in the state could not support high schools without some form of state aid. Fully three-fourths of the youth of West Virginia of school age lived in villages and rural communities and until 1909 comparatively few of these communities had schools beyond the grammar grades. It became recognized that some of the states most promising young people lived in these rural communities, and that schools of a higher grade would contribute much to rural betterment. One of the chief reasons why many of the best people in the agricultural sections were leaving the country and moving into town was that they desired to place their children within the reach of better schools. Many of them would be content to remain on the farm if good high schools were placed near at hand. So far the law had made provision for the creation of district high schools under prescribed conditions and for their support by local taxation, but it had made no provision for state aid for their support. Without such aid some districts were unable to maintain high schools because their valuation of taxable property was small. They were for this reason less able to erect buildings and maintain high schools than were communities in mining, oil producing, and manufacturing regions. It would thus seem the proper thing for the state to enter in and aid these schools so that they would be able to maintain high schools; for the schools in all parts of the state have a most important bearing on the character of the citizenship.¹ Therefore the state legislature in 1911 enacted the following law providing state aid for classified high schools:

1. Report of State Supt. of Free Schools, 1908-~~09~~¹⁰, p. 90.

"(d) To assist in the maintenance of all such high schools as have been properly classified according to the provisions of division "b" of this section and have complied with all the requirements thereof, the following amounts are hereby appropriated to be paid out of the money in the state treasury not otherwise appropriated.

" To high schools of the first class \$800; to high schools of the second class, \$600; to high schools of the third class, \$400; provided, that the total amount so appropriated to all high schools receiving such aid, shall not in any one year exceed \$40,000.¹"

"(e) The State Superintendent of Schools shall not later than the first day of July, one thousand nine hundred and eleven and not later than the first day of July of each year thereafter, notify the county superintendent of schools of each county as to the amount due under the provisions of this section to each of the classified high schools of his county.²"

" Two other laws of importance to districts desiring to establish high schools were passed in 1911. Since many new high schools were being established each year it was deemed expedient to amend the district high school law, which required that elections on the question of establishing district high schools should be held on the third Tuesday in May, by providing³ that an election might be held at any time during the year.

Furthermore, many districts were in the need of money with which to erect buildings for the newly established high

1. Acts of W. Va. Legislature, 1911, Chap. 68.

2. Ibid.

3. Ibid.

schools, and hence the second of these laws provided that any district might vote on the question of issuing bonds for the erection of school buildings.¹ Under the former law only those districts that had within them a town or city having an enumeration of at least three hundred youth of school age could vote² on the question.

In some districts the valuation of taxable property was too small to support a high school; and in order to provide for the establishment of a high school to be maintained by a levy on all the taxable property in the county, two special enactments were passed in 1911 creating Clay County High School³ and Nicholas County High School.⁴

Another law relating to the establishment of district high schools was enacted in 1913. The provision whereby joint district high schools could be established, enacted in 1867 and amended in 1873 and 1881 was not re-enacted in 1908 when an act entitled, An Act to Amend and Re-enact Chapter Forty-five of the Code of West Virginia was passed by the legislature. Consequently, since some of the sparsely settled districts were unable to support high schools alone, it was deemed expedient to pass a law providing for the establishment of district high schools jointly by two or more contiguous districts whether in the same or different counties. Consequently, the following law⁵ was passed:

1. Ibid.

2. Op. cit., p. 59.

3. Acts W. Va. Legislature, 1911, Chap. 25.

4. Ibid, Chap. 26.

5. Report of the State H. S. Supervisor, 1913-14, p. 18.

"If the boards of education of two or more contiguous districts whether in the same or another county, believe it expedient and wise to establish and maintain jointly a high school in any one of said districts, the building, if one is to be erected, and the site therefor, to be owned jointly in proportion to the amount contributed by the districts so uniting, the respective boards shall submit the question to the voters of the respective districts, at a general or special election, in the way and manner and after the notice required by section thirty of said chapter."¹ This act also made rules and regulations relative to the establishment, control, management, and maintenance of the joint district high school. A majority vote² was necessary for its establishment.

Several important and much needed laws were enacted by the Legislature in 1915. The law of 1911 placed the maximum sum available for distribution among the classified high schools at \$40,000. This sum had proven insufficient to supply each high school with the amount specified by law. It was not more than half what it should have been. Owing to the establishment of new high schools this amount permitted an apportionment for the first year of only seventy per cent of the sum authorized by law for each classified high school. In 1911-12 high schools of the first class ^{year} \$560, those of the second class \$420, and those of the third class \$280.³ Since the first distribution and each year thereafter new high schools have been established

3. Report of the State Supervisor of H. S., 1911-12, p. 9.

2. Ibid.

1. Acts of the W. Va. Legislature, 1913, Chap. 60.

and some have been raised in rank, and hence the amount available has grown less each year. For 1912-13 it was considerably less than for 1911-12, it being \$476 for first class, \$356 for second class, and \$236 for third class high schools.¹ The amount available for each class of high school was still less in 1913-14. This fact was very discouraging to boards of education depending upon the full amount of state aid provided by law to improve their teaching force and equipment and thus raise the rank of their high school.² Therefore, to enable each classified high school to receive the amount of state aid specified by law in 1915, an act was passed removing the limit of \$40,000 for the aid of classified high schools and authorizing the apportionment of \$800 annually to each high school of the first class, \$600 annually to each high school of the second class; and \$400 annually to each high school of the third class.³

Furthermore, to enable high schools to be established more easily the district high school law, which required a vote of three-fifths of the qualified voters to establish a high school, was amended by changing the vote to a bare majority.⁴

On account of the better salaries paid in cities and towns the graduates of normal schools and approved normal-training schools were attracted away from the rural communities. Consequently, a small per cent of the teachers in the country

1. Ibid, 1912-13, p. 12.

2. Ibid, 1913-14, p. 21.

3. Acts of the W. Va. Legislature, 1915, Chap. 61.

4. Ibid.

1. The first part of the paper is devoted to a general discussion of the problem.

2. In the second part, we consider the case of a single particle.

3. The third part is devoted to the case of a system of particles.

4. In the fourth part, we consider the case of a continuous medium.

5. The fifth part is devoted to the case of a system of continuous media.

6. In the sixth part, we consider the case of a single continuous medium.

7. The seventh part is devoted to the case of a system of continuous media.

8. In the eighth part, we consider the case of a single continuous medium.

9. The ninth part is devoted to the case of a system of continuous media.

10. In the tenth part, we consider the case of a single continuous medium.

11. The eleventh part is devoted to the case of a system of continuous media.

12. In the twelfth part, we consider the case of a single continuous medium.

13. The thirteenth part is devoted to the case of a system of continuous media.

14. In the fourteenth part, we consider the case of a single continuous medium.

15. The fifteenth part is devoted to the case of a system of continuous media.

16. In the sixteenth part, we consider the case of a single continuous medium.

17. The seventeenth part is devoted to the case of a system of continuous media.

18. In the eighteenth part, we consider the case of a single continuous medium.

19. The nineteenth part is devoted to the case of a system of continuous media.

20. In the twentieth part, we consider the case of a single continuous medium.

21. The twenty-first part is devoted to the case of a system of continuous media.

22. In the twenty-second part, we consider the case of a single continuous medium.

23. The twenty-third part is devoted to the case of a system of continuous media.

24. In the twenty-fourth part, we consider the case of a single continuous medium.

25. The twenty-fifth part is devoted to the case of a system of continuous media.

26. In the twenty-sixth part, we consider the case of a single continuous medium.

27. The twenty-seventh part is devoted to the case of a system of continuous media.

28. In the twenty-eighth part, we consider the case of a single continuous medium.

29. The twenty-ninth part is devoted to the case of a system of continuous media.

30. In the thirtieth part, we consider the case of a single continuous medium.

schools were professionally trained. This had been felt to be an undesirable condition, but its solution did not seem clear. Finally, following the example of other states which had a similar problem to solve, West Virginia turned to the high school for a solution.¹ Consequently, in 1915 a law was enacted providing for the establishment of teacher-training departments in approved high schools and for the apportionment of \$400 annually as an additional state subsidy to each of ten teacher-training high schools to be selected by the State Board of Education. The course of study for the teacher-training departments of these ten schools and all matters pertaining to their regulations were placed in the hands of the State Board. State aid should not be given to any normal training department of a high school located in a county in which a state normal school or other state school maintaining a normal training department was located.² This law is likely to have valuable results in raising the standard of the rural teachers.

Another law helpful to rural education was enacted in 1915. In many districts in which there were no high schools there were young people who should have been encouraged to attend high schools in other districts free of tuition. Hence, it was recommended that a law remedying this situation be passed.³ Therefore, a law was passed requiring boards of education not maintaining high schools to pay the tuition fees of pupils

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1. Report of the State H. S. Supervisor, 1914-15, p. 12.
 2. Acts of the W. Va. Legislature, 1915, Chap. 62.
 3. Report of State Supervisor of H. S., 1911-12, p. 20.

desiring to attend high schools or other approved schools of high school grade in other districts. But boards of education were not to be required to pay such tuition at the rate of more than two dollars and fifty cents per month, nor were they allowed¹ to pay for such tuition for more than four years for any pupil.

Another enactment of importance at this time was that relating to the amount of levy to be laid for high school purposes. As the law stood it was difficult to determine definitely under what conditions boards of education could lay additional levies for the support of high schools, and what levies could be laid. These laws, from the time of their enactment, were the cause of misunderstanding and disagreement. As the law stood if a high school was located in an incorporated town, there was no limit to the levy that could be laid for its support. On the other hand if a high school was located in a village that was not incorporated, there was a question as to whether any levy could be laid legally for its support. This latter condition operated particularly to the disadvantage of district high schools, which in a number of districts were located in villages that were not incorporated. Since the town or village in which a district high school was located had nothing whatever to do with the management of the school, it was difficult to understand why the law contained this peculiar provision. It was recommended that the law be so amended as to provide definitely for the laying of reasonable levies for all² recognized high schools. Consequently, in 1915, a law was

1. Acts of the W. Va. Legislature, 1915, Chap. 62.

2. Report of State H. S. Supervisor, 1911-12, p. 20.

passed for the purpose of correcting this indefiniteness in the law and of providing specifically for the laying of reasonable levies for all recognized high schools, as follows:

"provided that if the board of education of any district or independent district, maintains a lawfully established high schools or maintains such high school in connection with one or more other districts the board of such district or boards of districts where the high school is jointly maintained, may levy for the support of said high school, in any one year not to exceed ten cents on each one hundred dollars valuation of the property of the district or districts."¹

An important law relating to the certification of high school teachers was enacted in 1915. For the purpose of encouraging better scholastic and professional preparation a law was passed authorizing the granting of high school certificates without examination to graduates of standard colleges and universities, whose college course has included as much as twenty semester hours of professional subjects.² Furthermore, six special enactments creating county high schools in the following counties were passed: Calhoun,³ Mingo,⁴ Pleasants,⁵ Putnam,⁶ Wayne,⁷ and Wirt.⁸

Three important measures that had an important bearing on the high school work of the state were enacted in 1919. One

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1. Acts of the W. Va. Legislature, 1915, Chap. 57.
 2. Ibid, Chap. 57.
 3. Ibid, Chap. 111.
 4. Ibid, Chap. 106.
 5. Ibid, Chap. 101.
 6. Ibid, Chap. 103.
 7. Ibid, Chap. 102.
 8. Ibid, Chap. 125.

of the principal ones was that relating to the establishment of the junior high school. A number of superintendents and principals had studied the intermediate or junior high school in the East and Middle West and were impressed with the value of this plan of organization for meeting the real educational needs of boys and girls at the beginning of the adolescent period and for bridging the gap between the elementary and the high school.¹ Hence, in 1919 provision was made for the establishment of junior high schools in West Virginia. Boards of education of counties, districts and independent districts were given authority to establish intermediate or junior high schools. Such schools may be organized as part of a six-three-three plan or any other form of organization recommended by the State Board of Education. The State Board of Education is required to prescribe courses of study, prescribe requirements for the teachers and establish any other regulations for the school as they may deem advisable.²

Due to the fact that good high schools were not accessible to the pupils of all communities, it was felt desirable to provide some means whereby they could avail themselves of high school privileges in other districts. Hence, to make this possible a law was enacted authorizing the board of education in any district or county or provide a dormitory for the accommodation of pupils wishing to attend the high school and of persons teaching therein.³

In many cases the levy of twenty cents on the one hundred dollars valuation of taxable property was not sufficient to

1. Report of the State Supervisor of H. S., 1916-17, p. 19.

2. Acts of the W. Va. Legislature, 1919, Chap. 2.

3. Ibid.

enable boards of education to continue high schools for the term fixed by law, to employ well-qualified teachers, and to furnish the necessary equipment to maintain the desired standard. To remedy this defect an act was passed providing that in case the proposed levy of twenty cents would not provide sufficient funds to continue any high school for the term fixed by law, the board of education might lay a levy sufficiently high to maintain the high school for the said term.¹

The foregoing legislative enactments and other influences at work have resulted in the growth of public interest and concern in regard to high schools and have brought about many improvements in the high school work of the state. There has been a steady increase in the number of high schools and in the high school enrollment during the years under discussion. Each year has seen the erection of substantial high school buildings, well equipped and modern.

The improvement in the high school work has also manifested itself in the increased number of freshmen entering the university each year as well as in the improved quality of their work. Furthermore, the elementary schools have been greatly benefited by the increased efficiency of the high schools for the reason that elementary teachers have better opportunities² to prepare themselves for their work.

The law providing for the classification of high schools and state aid has brought about many desirable results, the chief of which are the following:

1. Ibid.

2. Report of the State Supervisor of H. S., 1911-12, p. 7.

1. It has provided what is in effect a definition of the term "high school" for the state.

2. It has aided in the establishment of and in the development of new high schools.

3. It has created on the part of boards of education and communities a desire to improve their high schools in order that they may obtain as high rank as possible.

4. It has resulted in the employing of additional teachers in some high schools that before this law was passed had an insufficient teaching force, and has established a uniform standard of scholastic training for high school teachers.

5. It has induced a greater number of high school teachers to prepare themselves more thoroughly for their work than ever before.

6. By fixing a higher standard of preparation for the teaching force, it has raised the standard of compensation for high school teachers.

7. It has resulted in a growth in the expenditure for apparatus and equipment.¹

The increase in the number of high schools is a good index of the rate of high school development. The following table shows the number of high schools in the state for the years from 1909 to 1920.

1. Ibid, pp. 8-9.

TABLE IV
Number of High Schools by Years¹

Years	Town and City H.S.	Dis- trict H.S.	County H.S.	First Class H.S.	Second Class H.S.	Third Class H. S.	Not Classi- fied	Number Estab- lished but not in opratn.	Total Number
1909-10	--	---	-	---	--	--	81	--	81*
1910-11	--	---	-	31	26	38	17	6	112
1911-12	44	78	3	41	30	39	15	--	125
1912-13	44	87	3	53	33	31	18	--	135
1913-14	44	98	3	64	30	38	10	--	142
1914-15	45	104	3	76	34	31	11	--	152
1915-16	46	115	3	76	34	31	11	--	162
1916-17	47	114	3	88	33	35	8	2	166
1917-18	47	114	3	103	27	33	1	2	166
1918-19	48	115	3	109	25	30	2	3	169
1919-20	51	118	3	116	31	24	1	10	182

*Twelve schools opened for the first time in the fall of 1910, making 93 for the year 1909-1910.

The above table shows that there has been a steady increase in the number of high schools except for the school year 1917-18 when, due to war conditions, there was no gain in the number of these schools. From 1909-10 to 1915-16 the number of high schools was doubled and the number of four year high schools was more than doubled. From 1909 to 1920 there have been 138 high schools established. That rural communities are becoming better supplied with means for secondary education

1. Report of State Supervisor of H. S., 1909-1920.

is shown by the increase in the number of district high schools.

Another criterion by which to measure high school progress is the increase in enrollment during the different years. The following tables show the enrollment in the high schools by years from 1909 to 1920.

TABLE V
Enrollment in Public High Schools by Years¹

Years	Boys	Girls	Total
1909-10	2106	2794	4900
1910-11	2493	3387	5880
1911-12	3025	3925	6950
1912-13	3596	4671	8267
1913-14	4095	5269	9364
1914-15	5065	6231	11296
1915-16	6120	7571	13691
1916-17	6621	8681	15302
1917-18	6856	9507	16363
1918-19	6559	9609	16168
1919-20	7794	10718	18512

This table shows that there has been a steady increase in high school enrollment except for the year 1917-18 when, due to war conditions, there was a drop. The increase has become more pronounced in the last few years. The percent of increase in high school enrollment in the four years from 1909-10 to 1912-13 was 68.2%. From 1909-10 to 1913-14 the enrollment had

1. Report State Supervisor of H. S., 1909-1920.

increased 91,140 and the number enrolled in four year high schools had increased 121,85%. The growth in high school enrollment in 1915-16 was the largest in the history of the state. The increase for that year was 2395 or 21.2%. Almost all the high schools showed some growth over the previous year. This increase in enrollment was partly due to the opening of new high schools. Three schools passed the seven hundred mark, namely, Parkersburg, Wheeling, and Huntington. The enrollment¹ in the Parkersburg high school went almost to eight hundred. During the year 1919-20 there was another period of rapid growth. In the ten years from 1910 to 1920 the high school enrollment has more than trebled.

Yet, in spite of all the progress high school conditions in West Virginia were far from ideal. In 1914 there were five counties in the state in which there was not a single high school of any grade; there were only five counties having an enrollment of five hundred or more in public high schools; and there were eighteen counties having a high school enrollment of less than one hundred, not including the five counties that had none. Hundreds of boys and girls completed the course of study in the elementary grades and were unable to attend high² school.

The growth in high school enrollment has been rapid, but the high schools in operation in 1919 did not reach more than forty per cent of the young people they ought to have reached. The enrollment in a few of these schools was not

1. Report of the State H. S. Supervisor, 1915-16, p. 10.
 2. Ibid, 1913-14, p. 11.

sufficient to justify the cost of maintaining them.¹ In 1920 the per cent of high school enrollment was far below the average for the United States, which was 9.2. In West Virginia it was 5.26. In each of twenty-three counties of the state the high school enrollment was less than two hundred and in sixteen² counties it was less than one hundred each.

Since the enactment of the law relative to the establishment of junior high schools there has been a number of these schools established in different parts of the state. In 1913-14 there were three; in 1914-15 there were four; and in 1915-16 there were eight. By 1919-20 the number of these schools had³ increased to sixty-four.

The first cities to establish junior high schools were Charleston, Clarksburg, and Morgantown.

In addition to the growth in number and enrollment another means by which to determine high school progress is in the increase in the number of high school graduates for each year. The following table shows the number of high school graduates by years from 1909 to 1920.

This table shows that there has been a steady increase in the number graduating from high school from year to year. There has been a greater increase in the number graduating from four year high schools than from two or three year high schools.

A still further indication of progress in high school development is in the increase in the value of buildings and

1. Ibid, 1918-19, p. 17.

2. Ibid, 1919-20, p. 15.

3. Ibid, 1913-14, 1914-15, 1915-16, 1919-20.

the following table is a summary of the results of the

experiments conducted during the period from 1912 to 1914.

The first column gives the number of the experiment, the

second column gives the date, the third column gives the

name of the person who conducted the experiment, the

fourth column gives the name of the person who

checked the results, the fifth column gives the

name of the person who reported the results, the

sixth column gives the name of the person who

checked the results, the seventh column gives the

name of the person who reported the results, the

eighth column gives the name of the person who

checked the results, the ninth column gives the

name of the person who reported the results, the

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twelfth column gives the name of the person who

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sixteenth column gives the name of the person who

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name of the person who reported the results, the

twentieth column gives the name of the person who

TABLE VI
Number of Graduates by Years¹

Year	Four Year High School	Three Year High School	Two Year High School	Total
1909-10	351	107	31	489
1910-11	484	66	42	592
1911-12	583	136	149	968
1912-13	800	191	123	1,114
1913-14	1,083	116	162	1,361
1914-15	1,324	63	70	1,457
1915-16	1,685	99	89	1,873
1916-17	1,913	97	97	2,107
1917-18	2,055	131	126	2,312
1918-19	2,176	118	74	2,368
1919-20	2,619	218	74	2,911

equipment. There is no better indication of the growing interest in education in the state than the fact that the voting of extra levies and the creation of bond issues for the erection of school buildings is becoming more common each year. Many of the new buildings include the latest and best features known to architecture, and have been well planned with reference to lighting, ventilation, etc. In most of them suitable provisions have been made for laboratories, libraries, and² offices.

1. Report of the State Supervisor of H. S., 1909-1920.

2. Ibid, 1911-12, p. 8.

During the year 1909-10 there was marked increase in the number of new buildings erected for high school purposes. Wheeling and Bluefield completed new buildings costing above \$130,000 each. Charleston erected a new building for its colored high school at a cost of \$30,000. Buchanan and Bridgeport erected buildings that cost in the neighborhood of \$50,000 and \$40,000. Several other buildings were erected or remodel-¹ed. In 1911 there were fifteen new high school buildings erected. The new high school building at Clarksburg cost \$150,000; the cost of the other buildings ranges from \$9,000² to \$50,000. In 1911-12 eighteen districts authorized bond issues or extra levies for the erection of buildings to be used for high school purposes. The cost of these buildings, not including the sites, was near \$475,000. Several attractive³ sites were given by the people of the communities. Within the year 1913-14 thirteen new buildings were authorized. The new building at Grafton cost \$115,000, that at Huntington \$3,000,000, and that at Morgantown \$150,000. The other build-⁴ings ranged in value from \$8,000 to \$25,000. In 1915-16 new buildings were authorized for fifteen high schools, the cost⁵ ranging from \$6,000 to \$50,000. During 1918-19, owing to war-time prices for labor and building material, very few high⁶ schools were authorized. In 1919-20 sixteen new high school

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1. Ibid, 1909-10, p. 89.
 2. Ibid, 1910-11, p. 7.
 3. Ibid, 1911-12, p. 13.
 4. Ibid, 1913-14, p. 9.
 5. Ibid, 1915-16, p. 10.
 6. Ibid, 1918-19, p. 9.

buildings were authorized, ranging in value from \$15,000 to \$100,000. Lee District High School, Mingo County, cost \$100,000 as did also Kanawha District High School, Fayette County. Rock District High School, Mercer County and Keyser¹ High School, Mineral County, each cost \$75,000.

It is not possible to furnish a satisfactory estimate of high school costs for the reason that, in the main, the items listed by the State Supervisor of High Schools have not been standardized. No statistics for high school expenditure were reported in 1909-10, and the Supervisor stated that the statistics for cost of high school buildings and equipment² were very unsatisfactory for 1910-11. No report for high school expenditure was made in 1914-15. Yet in spite of the incomplete statistics and the lack of standardization of the items, it is possible to see that there has been a material increase in school costs from year to year.

In 1911-12 all of the first class high schools had laboratories and were well supplied with laboratory equipment. This was also true of most of the second class schools. In a few of the latter class laboratory facilities were inadequate. Most of the third class schools were supplied with apparatus for the teaching of biology. Within this year unusual improvement was made in the laboratory facilities of many schools. The amount expended within the year for high school equipment and other improvements was \$43,921. A large part of this amount³ was invested in equipment for science teaching.

1. Ibid, 1919-20, p. 8.

2. Ibid, 1910-11, p. 21.

3. Ibid, 1911-12, p. 7.

1901 6.24 12.1 10.1 10.1
1902 8.1 10.1 10.1 10.1
1903 10.1 10.1 10.1 10.1

1904 12.1 12.1 12.1 12.1
1905 14.1 14.1 14.1 14.1
1906 16.1 16.1 16.1 16.1

1907 18.1 18.1 18.1 18.1
1908 20.1 20.1 20.1 20.1
1909 22.1 22.1 22.1 22.1

1910 24.1 24.1 24.1 24.1
1911 26.1 26.1 26.1 26.1
1912 28.1 28.1 28.1 28.1

1913 30.1 30.1 30.1 30.1
1914 32.1 32.1 32.1 32.1
1915 34.1 34.1 34.1 34.1

1916 36.1 36.1 36.1 36.1
1917 38.1 38.1 38.1 38.1
1918 40.1 40.1 40.1 40.1

1919 42.1 42.1 42.1 42.1
1920 44.1 44.1 44.1 44.1
1921 46.1 46.1 46.1 46.1

1922 48.1 48.1 48.1 48.1
1923 50.1 50.1 50.1 50.1
1924 52.1 52.1 52.1 52.1

1925 54.1 54.1 54.1 54.1
1926 56.1 56.1 56.1 56.1
1927 58.1 58.1 58.1 58.1

1928 60.1 60.1 60.1 60.1
1929 62.1 62.1 62.1 62.1
1930 64.1 64.1 64.1 64.1

1931 66.1 66.1 66.1 66.1
1932 68.1 68.1 68.1 68.1
1933 70.1 70.1 70.1 70.1

High School Cost

	1910 to 1911	1911 to 1912	1912 to 1913	1913 to 1914	1914 to 1915	1915 to 1916	1916 to 1917	1917 to 1918	1918 to 1919	1919 to 1920
Increase in Amount Paid										
in Teachers' Salaries	\$ 40,557	\$ 55,270	\$ 52,009	\$ 73,538		\$102,184	\$ 97,366	\$ 113,644	\$ 198,651	\$ 269,965
Total Expenditure for										
Improvement, not Including										
New Building	28,530	42,000	33,558	61,595		102,222	100,288	141,824	107,745	216,102
Total Expenditure for New										
Building. Authorized										
Since Last Report	472,000	475,000	732,000	767,000	\$445,000	296,000				
Total Amount Expended in										
Teachers' Salaries						573,886	671,252	784,896	983,547	1,253,512
Total Cost Maintaining High										
School						676,108	809,486	972,783	1,182,472	1,526,546
Amount of State Aid Distribut-										
ed to High Schools						85,000	88,000	100,000	100,000	112,000
Total Value of High School										
Property							5,996,122	7,497,210	7,984,152	9,421,472
Value of High School Buildings									7,059,050	8,455,875
Increase in Value of High										
School Property									486,942	1,437,320

In 1912-13 the sum of \$33,558 was spent for improvements in the high schools not including new buildings, and a large part of this was expended for laboratory and demonstration equipment. In a large number of high schools, however, the equipment was insufficient for the science work attempted.¹ The table shows that for the most part there has been an increase from year to year in the amount expended for improvement, not including new buildings.

There has been a steady increase in the library facilities in order to meet the classification requirements that high schools of the first class must have libraries that contain at least 500 volumes, high schools of the second class must have libraries that contain 350 volumes, and high schools of the third class must have libraries that contain at least 250 volumes. The following table shows the number of books added to the high school library within each year and the total number of books in the libraries for those years in which the High School Supervisor includes this item.

1. Ibid, 1912-13, p. 11.

2. H. S. Bulletin of W. Va. No. 10, p. 4.

TABLE VIII¹

Year	Number of Books added to the High School Li- braries within the year	Total Number of Books in the High School Li- braries
1910-11	7,522	-----
1911-12	7,174	55,563
1912-13	8,164	63,709
1913-14	9,784	73,493
1914-15	No report	-----
1915-16	15,084	-----
1916-17	17,000	-----
1917-18	18,332	-----
1918-19	15,802	125,039
1919-20	21,698	153,774

1. Report State Supervisor of H. S., 1910-1920.

Chapter IV

High School Accrediting,
State Control, and Supervision

Owing to the insufficient number of secondary schools during the early years of its existence, the West Virginia University was unable to get students for college work, and was therefore compelled to maintain a preparatory department¹ as one of the most important parts of its organization.

"But comparatively few of our young men in West Virginia have home advantages for properly and fully preparing themselves to enter upon regular College studies. This Department has proved a fruitful source of supply for the high classes, and also the means of maintaining an elevated grade of preliminary scholarship for admission to them. As the high schools, academies and graded schools of the state increase in number and efficiency, in the same proportion will the necessity of this Department diminish. Meanwhile, and until their increase and fuller development, it cannot be dispensed with without lowering the standard of collegiate study proper, or shutting out from the advantages of the Institution many of the best and most promising young men of the state."²

In order to encourage the establishment of high schools and academies in various parts of the state, the faculty of the West Virginia University in 1886 devised a plan for the

1. Callahan: p. 561.

2. Catalogue of W. Va. University, 1873-74, p. 41.

accrediting of secondary schools complying with certain requirements. It was believed that this scheme, if encouraged, would result in the establishment of good preparatory schools in various parts of the state where not only those desiring to go to the University could get their preparatory training at less expense, but where many teachers in the elementary schools¹ would also be enabled to get additional training. "Thus the whole public school system may be elevated and sustained on a higher plane, and the expenditure for public school instruction made productive of better results than can be attained under existing circumstances."²

The plan is as follows:

"Any high school, graded school or academy may be approved by the West Virginia University as a preparatory school by complying with the following conditions:

1st. By establishing, in addition to the usual primary and grammar grades, a course of study the same as that pursued in the Preparatory Department of the University, or its equivalent, under the instruction of competent teachers.

2nd. By making application to the Faculty of the University for a visiting committee to examine the methods and work of such school for the purpose of ascertaining the character of the instruction given.

3rd. Upon such application a committee of the Faculty, not exceeding two in number, will be appointed to visit such school,

1. Ibid, 1886-87, p. 41.

2. Ibid.

and upon a favorable report from such committee the Faculty will approve such school as a preparatory school for a term of four years. The expense of the committee will be paid, one-half by the University, the other half by the school making application.

4th. This approval will entitle the students who complete the prescribed preparatory course of study in such school, to enter the collegiate of the University without examination, upon the Certificate of the Principal of such school that such students have, within the fifteen months next preceeding their coming to the University, completed the course and passed an examination thereon with a standing of 7 in a scale of 10.

5th. The Faculty reserve the right to withdraw such approval if, after the admission of students, the character of the work done at such school shall be found to be below the standard required for admission to the University classes, or if Certificates are given to students who, having been found deficient after their admission, can not pass a fair test examination on the prescribed course of preparatory studies.

6th. At the expiration of the term of four years, the approval may be renewed, upon application, if the work previously¹ done has been satisfactory."

A list of schools approved by the University was published from time to time in the annual catalogue. The following schools were approved under this plan in 1886:

Linsly Institute, Wheeling, and Parkersburg High School²
(except Greek).

1. Ibid.

2. Ibid.

In 1897-98 the University approved of the following secondary schools under this scheme for accrediting:

Huntington State Normal School.
 West Liberty State Normal School.
 Fairmont State Normal School.
 Glenville State Normal School.
 Shepherdstown State Normal School.
 Athens State Normal School.
 Lee Military Academy, Lewisburg.
 Barboursville College, Barboursville.
 Broadus Classical Institute, Clarksburg.
 Huntington High School.
¹
 Martinsburg High School.

The foregoing list shows that at this time there were only two accredited high schools in the state, the other nine being state normal schools, denominational, and military schools. By 1902-03 the number of high schools on the approved list of the University had increased considerably, and, exclusive of the other accredited secondary schools, was as follows:

Charleston High School.
 Charles Town High School
 Clarksburg High School
 Ceredo High School
 Davis Free School
 Fairmont High School
 Grafton High School

1. Ibid, 1897-98, p. 43.

Huntington High School

Hinton High School

Martinsburg High School

Morgantown High School

Moundsville High School

Mt. Wesley High School

New Cumberland High School

New Martinsville High School

Parkersburg High School

Point Pleasant High School

Ravenswood High School

Wellsburg High School

Wheeling High School

Thus, in the five year period from 1897-1898 to 1902-1903 there had been somewhat of an increase in the number of high schools accredited by the University. The following provisions concerning the quality of the instruction to be complied with was later added:

1. The scholastic attainment of teachers in accredited schools must be equivalent to that of a graduate of a standard college and should include professional preparation and some special training in the subjects they teach.

2. The number of daily periods of class room instruction given by any one teacher should not exceed five.

3. The faculty should consist of not fewer than three teachers exclusive of the superintendent of schools, except in cases where the number of students does not exceed thirty or forty.

1. Ibid, 1902-03, p. 36.

4. Laboratory and library facilities must be adequate to¹
meet the needs of instruction.

The number of accredited high schools in 1909-1910 was nineteen. There were also twenty-two recognized preparatory schools,- that is, schools whose graduates have not had a sufficient number of credits to admit them to the freshman class, but receive credit toward admission for the work certified.²

Since the classification of high schools and the appointment of the Supervisor of High Schools, all high schools in West Virginia ranked under the classification laws as high schools of the first class have been fully accredited by the state university and are included in the universities' published list of accredited schools. But a high school of the first class may be dropped from the university's accredited list and reduced in rank at any time if found to be doing inferior³ work.

The following are the requirements for accrediting under the classification law passed in 1911:

Length of Term

The minimum school term shall be thirty-six weeks.⁴

High School Teachers

In high schools of the first class not fewer than three teachers who give their full time to high school instruction must be employed. The principal may be included as one of the minimum number of teachers required if he teaches as many as

1. Ibid, 1909-10, p. 33.

2. Ibid, p. 34.

3. Report of the State H. S. Supervisor, 1913-14, p. 19.

4. High School Bulletin, No. 10, p. 3.

four classes; otherwise, three full-term teachers are required, not including the principal. Two-thirds of the teachers employed in high schools of the first class must be graduates of standard colleges or universities. Other teachers in high schools of this class must have completed at least two years¹ of college work.

Libraries

All classified high schools are required to have good working libraries. The minimum number of volumes required in high schools of the first class is 500. A good encyclopedia should be included in the library. Substantial and attractive cases should be provided for the library, affording sufficient shelf room for all books the library contains. The books in the library should be classified and arranged on the shelves according to a definite plan of classification. Each year some additional books should be purchased. A definite system² for the issuing and loaning of books should be followed.

Equipment for the Teaching of Science Subjects

Four year high schools should offer a minimum of three years of science. Suitable cases should be provided for the care of science apparatus and supplies. Laboratories should be well equipped with laboratory desks or tables. High schools offering physics or chemistry are required to have the prescribed minimum equipment necessary for successful laboratory³ and demonstration work.

1. Ibid, pp. 3-4.

2. Ibid, p. 5.

3. Ibid, p. 6.

Quality of Instruction

A high school in which much of the class-room instruction is noticeably poor and ineffective should not be ranked as a high school of the first class even if its equipment is the best and all its teachers are college graduates.¹

Organization

A high school of the first class must be well equipped as to the teaching force, the arrangement of the program, library and laboratories, school activities, janitor service and in numerous other ways.²

The Spirit of the School

The spirit of a school has much to do with the quality of its work and is, therefore, taken into consideration in its inspection and classification.³

In addition to the accrediting of West Virginia high schools by the State University, they are also accredited by the Association of Colleges and Secondary Schools of the Southern States. At the annual meeting of this Association held in Spartansburg, South Carolina, in November, 1912, a Commission, to be known as the Commission on Accredited Schools of the Southern States, was appointed. On this Commission there were three representatives from each Southern state, composed of the professor of secondary education in the state university and two other members from schools affiliated with the Association. It was the duty of this Commission to make, from each of the states represented, a list of high-class secondary

1. Ibid, p. 15.

2. Ibid.

3. Ibid.

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CHAPTER I

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schools that should be fully accredited by all of the colleges and universities belonging to the Association of Colleges and Secondary Schools of the Southern States. The first list of accredited schools was prepared by the Commission at a meeting¹ held in November, 1913-1914 at Knoxville, Tennessee.

Eighteen public high schools in West Virginia were accredited by the Commission as follows:

Beaver District High School, Bluefield
 Ceredo-Kenova High School, Ceredo
 Charleston High School
 Chester High School
 Clarksburg High School
 Fairmont High School
 Grafton High School
 Huntington High School
 Mannington High School
 Morgantown High School
 Fayetteville High School
 New Cumberland High School
 Fayetteville District High School, Oak Hill
 Parkersburg High School
 Clay District High School, Shimestone
 Spencer High School
 Wellsburg High School²
 Wheeling High School

A number of high schools in the state that would

1. Ibid.
 2. Ibid.

THE UNIVERSITY OF CHICAGO

DEPARTMENT OF THE HISTORY OF ARTS

AND ARCHITECTURE

OFFICE OF THE DEAN

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have been eligible for recognition by the Commission did not apply for accredited relations. Printed requirements for accredited relations together with application blanks are furnished to the representatives of the Commission of each Southern state for distribution. Copies of these are sent each year to the four-year high schools in West Virginia. The list prepared by the Commissioner on Accredited Schools of the Southern States¹ in 1914 contained forty-two high schools.

The accrediting of high schools by the State University was for several years all that had been done toward maintaining any uniformity in the high school work of the state. One of the principal criticisms of the high schools had been that² there was no uniformity in their courses of study. Therefore, in order to provide some centralized authority to determine the minimum requirements and to prescribe a course of study as well as to exercise some general control over the high schools, a State Board of Education, composed of the State Superintendent and five other persons actually engaged in educational work,³ was created in 1908. The number of members of the State Board of Education has since been increased to seven members, of whom one shall be the state superintendent of schools ex-officio, and the other six members shall be appointed by the governor.⁴

The State Board of Education was required to prescribe minimum standards for courses of study for the high schools of

1. Ibid, p. 20.

2. Report of the State Supt. of Free Schools, 1905-06, p. 102.

3. Acts of the W. Va. Legislature, 1908, Chap. 27.

4. Ibid, 1919, Chap. 2.

the state;¹ and in accordance with this requirement in 1909 courses of study were prepared by the State Board for four-year, three-year, and two-year high schools. These courses were afterwards revised and greatly improved, and extended directions and suggestions concerning the teaching of the various high school subjects have been prepared for the guidance of teachers.² In 1919 the State Board of Education revised the course of study for the high schools. The new course is based on the junior-senior plan of organization. The course of study prescribed is for a junior high school consisting of the seventh, eighth, and ninth grades and a senior high school consisting of the tenth, eleventh, and twelfth grades.³

The State Board of Education has power not only to prescribe courses of study but to formulate rules and regulations for the general control of the high schools.

"Subject to and in conformity with the State Constitution and the laws of the state, the State Board of Education shall determine the educational policies of the state relating to education, including rules relating to the classification of schools, school attendance, the issuing of certificates upon credentials, the general powers and duties of county and district boards of education, and of school trustees, teachers, principals, supervisors, and superintendents and such other matters pertaining to the public schools in the state as may seem to the board to be necessary and expedient."⁴

1. Ibid, 1908, Chap. 27.

2. Report of the State Supervisor of H. S., 1911-12, p. 15.

3. Ibid, 1918-19, p. 12.

4. Acts of the W. Va. Legislature, 1919, Chap. 2.

The state board of education has only general control of the schools of the state, for in order to have uniformity the schools must be under one general system. Of course the local board has authority in all matters of detail under the rules established.

In addition to some general central control nearly all states having a recognized high school system have a method of supervising such schools, and requirements looking to the maintenance of the established standard.¹ The desirability for some means of establishing and maintaining a definite and uniform standard of work in the high schools had been felt for some time in West Virginia. Consequently, to fill this need in 1909 the State Superintendent created the division of high schools in the state department and appointed a State Supervisor of high schools.² The work of the Supervisor of High Schools of West Virginia is supported by the Rockefeller Fund of the General Education Board with headquarters in New York City. This board has supported men in the field of secondary education in almost all of the southern states. These men are sometimes attached to the state universities and sometimes to the departments of education of their states. They are usually expected to do some teaching in the subject of secondary education in the state universities. In West Virginia the Supervisor of High Schools is attached to the State Department; he is also a member of the faculty of the West Virginia University and teaches there during the summer term of six weeks. The

1. Report of the State Supt. of Free Schools, 1905-06, p. 102.
 2. Callahan: History of Education in W. Va., p. 561.

remainder of the year he spends his time in visiting and inspecting high schools and in field work for the promotion of high schools. In some years a large part of his time has been spent in campaigning for new schools.¹ "This work consists in attending public meetings held for the purpose of arousing high school sentiment, attending meetings of boards of education, calling upon business men and others in behalf of new high school projects, and in working in county and district teachers' institutes."²

Monthly reports of the Supervisor's work are made to the Head of the Department of Education of the West Virginia University, copies of which are furnished to the State Superintendent of Schools and to the General Education Board in New York. An annual report is also prepared showing the condition of the high schools of the state for the preceding year.³

High school bulletins are prepared from time to time to aid in furthering the work. Some of these are intended to assist in promoting and improving high school sentiment throughout the state; others offer suggestions on various phases of high school work.⁴

In the main the aims of the Inspector in visiting the schools are:

1. To make a study of the school and its needs and to be helpful in every way possible in bringing about improvement.

1. Report of the State Supervisor of H. S., 1910-11, p. 5.

2. Ibid.

3. Ibid.

4. Ibid, 1917-18, p. 23.

2. To gather information concerning any phase of work or organization of the school that is particularly well done for the purpose of carrying this information on to other schools.

3. To find out whether the school measures up to the state classification required. To accomplish this aim the inspector seeks to acquaint himself with the following aspects of the school work: (1) organization and management; (2) the work of the teachers; (3) the equipment of shops, laboratories, and classrooms; (4) the equipment and use of the library; (5) course of study; (6) the spirit of the school in general; (7) ¹ and the attitude of the community toward the school.

After a school has been inspected a full report is made to the board of education controlling each high school inspected. This report mentions with commendation evidence of good work and improvement noted by the inspector and makes definite ² recommendations for the school's further improvement.

More high schools were visited and inspected in 1919-20 than in any previous year. This was made possible by the appointment of an Assistant State Supervisor of High Schools who ³ began work in January, 1920.

1. Ibid.

2. Ibid.

3. Ibid, 1919-20, p. 12.

Chapter V

The Curriculum and TeachersThe Curriculum

During the first few decades of the public school system in many places high school subjects were taught in the upper grades of the grammar schools. Thus, in 1871 the following subjects were taught in the elementary schools of Wheeling: natural philosophy, chemistry, botany, algebra,¹ geometry, and science of government. In 1882 in addition to the common school branches general history, algebra, book-keeping and Latin were taught in the common schools of Preston County.² As late as 1892 high school subjects were taught in the grammar grades of the Clarksburg schools.³

The courses of study during the early years of high school development were limited. In 1885 of the fifteen high schools reported there were a very small number with courses of study sufficiently advanced to prepare for admission to higher institutions of learning.⁴ At that time the preparatory department of the West Virginia University only offered two years of work.⁵ In 1892 there were but seventeen high schools reported and not more than five out of this number had a three years' course of study, the other twelve comprising the higher

1. Report of the U.S. Commissioner of Educ. 1871, p. 365.

2. Report of the State Superintendent of Free Schools, 1882-84, p. 100.

3. Ibid, 1891-92, p. 36.

4. Ibid, 1885-86, p. 24.

5. Catalogue of the W. Va. University, 1884-85, p. 16.

grades in graded schools, the amount of work being quite limited and irregular.¹ In 1889 the course of study of the Parkersburg high school was only three years,² but by 1892 it had been increased to four years. The high school at Charleston offered a course of study of only three years as late as 1894.³

As has been pointed out previously there was no centralized authority to prescribe a definite course of study as a basis for the high school work of the state until 1908. Previously to that date the law authorized boards of education to prescribe courses of study for these schools, and hence the work in the different high schools of the state varied greatly.

Courses of study for the high schools during the first two decades of the public school system are not available. The law authorizing the establishment of such schools in 1863 specified that teachers capable of giving instruction in "book-keeping, algebra, geometry and surveying, with such other branches pertaining to the natural sciences and general literature as the board of education may determine"⁴ should be employed. However, twice during this time lists of text-books to be used in the schools of the state were prescribed. These may be taken as an indication of the subjects taught in the high schools or the higher grades of the grammar schools as the case may be.

In 1866 the legislature authorized the state superintendent to prepare a list of text books to be used in the schools

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1. Report of the State Supt. of Free Schools, 1891-92, p. 17.
 2. Whitehill: History of Educ. in W. Va., p. 33.
 3. West Virginia School Journal, March, 1894, p. 38.
 4. Acts of the W. Va. Legislature, 1863, Chap. 137.

of the state. In accordance with this provision the following¹
list was prescribed for the high schools:

Kidd's Elocution and Vocal Culture.

Mathematics

Ray's Arithmetic

Ray's Elementary and Higher Algebra

Evan's School Geometry for Beginners

Robinson's New Geometry and Trigonometry

Robinson's Surveying and Navigation

Robinson's Progressive Table Book

Grammar

Kerl's Treatise for High Schools

History, Natural Science, Etc.

Quackenbos' History of the United States

Comstock's Natural Philosophy

Ware and Smilie's Philosophy of Natural History

Youman's Chemistry

Burrett's Geography of the Heavens

Robinson's Astronomy (elementary)

Dana's Geology

Dana's Mineralogy

Gray's Botany

Cutters Physiology and Anatomy

Quackenbos' Rhetoric

In 1873 the following text books were prescribed for²
the high schools throughout the state:

1. Report of the State Supt. of Free Schools, 1866, p. 12.
2. Acts of the W. Va. Legislature, 1873, Chap. 123.

Mathematics

Ray's Arithmetic

Ray's Elementary and Higher Algebra

Evan's School Geometry for Beginners

Robinson's Surveying and Navigation

Robinson's Table Book

Grammar

Kerl's Treatise for High Schools

History, Natural Science, Etc.

Holme's History of the United States

Comstock's Natural Philosophy

Ware and Smilie's Philosophy of Natural History

Youman's Chemistry

Burritt's Geography of the Heavens

Robinson's Astronomy (elementary)

Dana's Geology

Dana's Mineralogy

Gray's Botany

Cutter's Physiology and Anatomy

Blair's Rhetoric

It will be seen that the list of textbooks prescribed in 1873 was very little changed from that prepared by the State Superintendent in 1866.

It is evident from these lists of books as well as from discussions in the State Superintendent's reports that at this time there were two aims of the high school recognized, namely, to prepare for life and to prepare for college. The

latter aim seemed to be more strongly emphasized.

The college preparatory aim is manifested by the number of subjects similar to those required by the preparatory department of the state university as well as by the selection of some of the same textbooks used in that institution. One rather marked difference between these lists of books and the college preparatory course is that there are no textbooks prescribed for Latin and Greek. These subjects were the core of the college preparatory course. However, the omission of prescribed textbooks for these subjects must not be taken as an indication that they were not taught in the high schools of West Virginia at that time, for it has been mentioned previously that in 1882 Latin was taught in the common schools of Preston County. This was probably true of most of the high schools at that time.

No definite plan for preparation for the duties of life seemed to have been worked out at this time. It was probably the purpose to give some of the higher subjects usually taught in colleges so that young women and men not going to college could obtain the "knowledge" and "mental discipline" necessary to enable them to perform the duties of life more advantageously.

These lists of books contain a wide range of subjects . many of them usually given in colleges. Of the subjects usually taught in higher institutions the following are examples: (1) trigonometry; (2) surveying and navigation; (3) philosophy of natural history; (4) astronomy; (5) geology; and mineralogy.

Another noticeable feature of these lists of books is the large amount of mathematics given. Moreover, the meagreness

in the amount of English and history is very marked, the only English mentioned being the traditional grammar and rhetoric.

From 1885 on it is possible to obtain courses of study for the representative high schools of the state. The following is the course for the Fairmont High School in 1885:

First Year

First Term

Elementary algebra, mental arithmetic, U. S. history.

Second Term

Higher arithmetic, English grammar, bookkeeping.

Third Term

Higher arithmetic, English analysis, American literature

Second Year

First Term

Higher algebra, physical geography, English literature.

Second Term

Higher algebra, physical geography, physiology.

Third Term

Geometry, natural philosophy, civil government.

Third Year

First Term

Geometry, natural philosophy, English and American literature.

Second Term

Trigonometry, moral science, general history.

Third Term

Mensuration, rhetoric, psychology.

Fourth Year (optional)First Term

Mensuration, natural history, general literature.

Second Term

Geology, astronomy, history of England

Third Term

Botany, chemistry, history of civilization

Course in Latin

First Year - Latin lessons and reader.

Second year - Latin grammar and Caesar.

Third Year - Cicero's orations and Virgil.

Course in Greek

Fourth Year - Grammar and Anabasis.

In 1889 three years were devoted to the work of the high school in Parkersburg. The course of study for that year is as follows:

Junior Year

Mathematics - Ray's higher algebra to quadratics.

Natural Science - Cutter's physiology; physical geography.

Language - Latin: Allen and Greenough's Grammar; six weeks' preparation for Caesar; Caesar's Commentaries and Literature, first book.

Rhetoric and Literature - Critical study of Longfellow's Evangeline, particular attention to be paid to the thought, history, and beauties of expression; Lockwood's Lessons in English, Chapters V and VIII;

Sketches of Irving and Longfellow, with readings from their works.

History - Weber's Universal History to Roman History.

Middle Year

Mathematics - Robinson's Geometry, five books. Ray's algebra, quadratics.

Natural Science - Avery's Elements of Natural Philosophy, selected parts.

Language - Latin: Caesar, second book completed; three books of Virgil.

Rhetoric and Literature - Critical study as in junior year, of Goldsmith's Deserterd Village; dictation exercises selected from Stopford Brooke's Literature Primer; Lessons in English, Chapters I, II, and III; sketches of Whittier and Hawthorne, with readings from their works.

History - Weber's Universal History to German Reformation.

Senior Year

Mathematics - Plane trigonometry, Robinson's.

Natural Science - Youman's chemistry, with experiments.

Language - Latin: Virgil, six books; selected odes of Horace.

Civil Government - Andrew's Manuel of the Constitution of the United States.

Rhetoric and Literature - Critical study of Scott's Lady of the Lake and Shakespeare's plays. Lessons in English, Chapters IV, VI, VII, X; sketches of

Holmes, Lowell, Bryant, with readings from their works.¹
 History - Weber's Universal History completed.

While the foregoing courses of study for the Fairmont and Parkersburg high schools present many similarities, yet there are differences in the length of the courses, the subjects offered, and the organization of the curricula. One peculiarity of the Fairmont course of study is that the year is divided into three terms and that for each term there is a different list of subjects to be covered. The Parkersburg course of study consists of three years, the prescribed subjects running through the entire year.

The two aims previously mentioned are apparent from the curricula and from the accompanying discussion as to the purpose of the high school. However, the college preparatory aim predominates. This fact is evident from the large amount of mathematics and ancient languages prescribed. The Parkersburg course expresses more of the college preparatory idea.

Both of these courses of study contain fewer subjects usually given in colleges than did the list of books previously discussed. The course of study of Fairmont, however, contains more of these subjects than does that of Parkersburg. The course of Fairmont also covers a wider range of subjects.

In these courses of study a large amount of mathematics is still prescribed; but both courses are richer in English and social sciences, the amount of history being increased

1. Whitehill: History of Educ. in W. Va., p. 33.

considerably. The work in English is more of a study about literature and an analysis of literary selections than is at present considered desirable.

Preparation for life is probably more clearly defined than formerly, for such practical subjects as bookkeeping and mensuration appear at this time.

The term "natural history" is still used in the Fairmont Course of study but has been dropped from the Parkersburg course. The term "natural philosophy" is still used in both of these courses.

By 1892 the course of study of Parkersburg had been increased to four years. The subjects included were as follows:

United States history, English history, algebra, advanced algebra, plane geometry, trigonometry, general history, literature, rhetoric, civil government, Latin, physical geography, chemistry, natural philosophy, Greek, pedagogy, German, bookkeeping, shorthand, penmanship and astronomy.

In 1892 the Huntington high school gave instruction in the following subjects, the course of study being three years in length:

Mathematics through trigonometry; the sciences of botany, Zoology, physics, and chemistry; three years of English and American literature, with a careful study of one or more of Shakespeare's plays; a two years course in rhetoric and composition; general history; civil government; and bookkeeping.

In 1894 the high school at Charleston offered a three

1. Report of the State Supr. of Free Schools, 1891-92, p. 55.

2. Ibid, p. 44.

years' course of study in which the following subjects were given:

First Year

Mental arithmetic - two hundred selected problems, elementary algebra, word analysis, English grammar, English and American literature, Civil government, bookkeeping and Latin grammar - optional.

Second Year

Higher algebra, plane geometry, natural philosophy, rhetoric, general history (ancient) Latin reader - optional.

Third Year

Higher algebra, solid and spherical geometry, chemistry, geology, astronomy, general history, (mediaeval and modern), psychology.

"In the first year the mental arithmetic is completed in the fall term and is followed by literature. Work in composition is given in connection with word analysis and grammar. In the second year higher algebra is studied to quadratics, introducing much work supplementary to the textbook. This plan is followed in all classes in mathematics. In physics and chemistry the pupils perform experiments wherever it is practicable. In rhetoric the pupils are required to write short essays every two weeks.

Public exercises, consisting of vocal music, readings, recitations, essays and debates are given by the pupils every four weeks.

Pupils are required before graduation to complete a¹ course of reading."

1. Ibid.

On the recommendation of the State Educational Association in 1896 a committee of five was appointed to draw up a course of study to be used as a basis for the work of the high schools of the state. This course was incorporated in a bill which was presented to the legislature with the recommendation¹ that it be added to the school code. For some unknown reason the bill was not passed, but since this course of study represents the concensus of opinion of the prominent educators of the state as to what should be embodied in a course of study for the high schools, it is worth while to consider it here.

First Year

Latin - First lessons in Latin.

English - Grammar; composition.

Mathematics - Arithmetic; bookkeeping.

History - American history; civil government.

Science - physical geography.

Required Readings

Tom Brown at Rugby - Arnold.

Evangeline - Longfellow.

The Story of the Greeks - H. A. Guerber.

The Story of the Romans - G. A. Guerber.

Franklin's Autobiography.

Second Year

Latin - grammar and reader.

English - Composition and rhetoric; American literature.

1. W. Va. School Journal, Feb. 1899, pp. 35-36.

The first part of the paper is devoted to a general
discussion of the problem. It is shown that the
problem is equivalent to a problem in the theory of
differential equations. The second part of the paper
is devoted to a detailed study of the problem. It is
shown that the problem is solvable. The third part
of the paper is devoted to a study of the properties
of the solutions. It is shown that the solutions are
unique. The fourth part of the paper is devoted to a
study of the asymptotic properties of the solutions.
It is shown that the solutions are asymptotically
stable.

1. Introduction. The problem of the stability of
the motion of a mechanical system is one of the
most important problems in mechanics. It is of
interest both from a theoretical point of view and
from a practical point of view. In this paper we
study the problem of the stability of the motion of
a mechanical system. We show that the problem is
equivalent to a problem in the theory of
differential equations. We then study the properties
of the solutions of this problem. We show that the
solutions are unique and that they are asymptotically
stable.

History - Ancient history.

Science - physiology; botany.

Required Readings

A Man Without a Country - Hale.

Put Yourself in His Place - Reade.

Ivanhoe - Scott.

Essay on Warren Hastings - Macaulay.

Tales from Shakespeare - Lamb.

Third Year

Latin - Caesar; Virgil; Cicero.

English - English literature; composition.

Mathematics - plane geometry; higher algebra.

History - Modern and Mediaeval history.

Science - physics.

Required Readings

Tale of Two Cities - Dickens.

Rasselas - Johnson.

Tales of a Traveler - Irving.

Snow Bound - Whittier.

Julius Caesar - Shakespeare.

Fourth Year

English - Intensive Study of Hamlet; the Lady of the Lake.

Mathematics - solid geometry; trigonometry (optional)

Science - geology or zoology; astronomy.

History - political economy; sociology.

Science - physics.

Required Readings

Life of Frederick the Great - Carlyle

Daniel Deronda - George Elliot

Twice Told Tales - Hawthorne

Essay on Plato - Emerson

The foregoing courses of study for the period from 1890 to 1900 are similar in a great many respects, and yet there are differences in the subjects offered, the length of the courses, the organization, etc.

The college preparatory aim is prominent in all of these courses of study. This fact is evident from the number of college entrance subjects offered. The course for the Charleston high school is an exception in that Latin is optional.

Preparation for the duties of life has become more clearly defined in these courses of study. In these courses the following practical subjects are offered: (1) pedagogy, (2) bookkeeping, (3) shorthand, (4) and penmanship. Furthermore, the social science group has become enriched by the addition of subjects that have a bearing on practical current problems, thus political economy and sociology have been added.

The mathematics group still retains a prominent place in these courses of study. Solid geometry has been added. Great emphasis is still placed on the ancient languages. But the language group in the Parkersburg high school has been extended by the addition of German.

General history has become differentiated into ancient history and modern and mediaeval history; and American history

has been substituted for United States history, which was offered in the earlier courses.

English occupies a very important place in these courses of study, the scope of this subject having been considerably increased. A great deal of emphasis is placed on analysis and the critical study of masterpieces.

The science group is becoming an important part of the courses of study. In these courses of study the following science subjects are found: (1) botany; (2) chemistry; (3) astronomy; (4) physical geography; (5) physiology; (6) geology; (7) zoology; and (8) physics. The term "physics" occurs for the first time in these courses of study, but not in all of them, for some of them still contain the term "natural philosophy". Experimental work in chemistry and physics is beginning to be emphasized.

The Parkersburg high school in 1904 offered three courses of study as follows:

First Year

Latin Course

1. English grammar (4 1/2 months)
 Reading and spelling
 State history
2. Mental and written arithmetic.
3. Algebra to simple ind. equations.
4. Latin, first year.

1. Miller: History of Educ. in W. Va., pp. 143-144.

Science Course

1. English grammar ((4 1/2 months).
Reading and spelling; state history.
2. Mental and written arithmetic.
3. Algebra to simple ind. equations.
4. Physiology and botany.

English-Commercial Course

1. English grammar (4 1/2 months)
Reading and spelling
State history
2. Mental and written arithmetic.
3. Algebra to simple ind. equations.
4. Physiology and botany.

Second YearLatin Course

1. Latin - Caesar.
2. Greek and Roman history.
3. Algebra (6 mo.) plane geometry (3 mo.)
4. Rhetoric, composition, and literature.

Science Course

1. Physical geography; geology.
2. Greek and Roman history.
3. Algebra (6 mo.) plane geometry (3 mo.)
4. Rhetoric, composition, and literature.

English-Commercial Course

1. Commercial geography; bookkeeping.
2. Greek and Roman history.
3. Algebra (6 mo.) plane geometry (3 mo.)
4. Rhetoric, Composition, and literature.

Third or Junior YearLatin Course

1. Latin - Cicero.
2. Plane and solid geometry.
3. Mediaeval and Modern history.
4. German (first year).

Science Course

1. Physics.
2. Plane and solid geometry.
3. Mediaeval and modern history.
4. German (first year)

English-Commercial Course

1. Physics.
2. Plane and solid geometry.
3. Mediaeval and modern history.
4. American Literature; history of American literature;
advanced rhetoric.

Fourth or Senior YearLatin Course

1. Latin - Virgil.
2. German (second year) or French (first year)
3. Elementary psychology and Civics.
4. English literature; history of English literature (college requirements).

Science Course

1. Chemistry
2. German (second year) or French (first year)
3. Elementary psychology and civics.
4. English literature; history of English literature (college requirements).

English-Commercial Course

1. Chemistry.
2. Art of teaching; general reviews.
3. Elementary psychology and civics.
4. English literature, history of English literature (college requirements).

In 1904 the Clarksburg High School offered two courses of study fo four years each, as follows:

Preparatory CourseFirst YearFirst Term

Latin, 5
 Algebra, 5
 General History, 5
 English grammar, 5

Second Term

Latin, 5
 Algebra, 5
 General history, 5
 English grammar, 5

Third Term

Latin, 5
 Algebra, 5
 General history, 5

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Second YearFirst Term

Latin, 5
 Algebra, 5
 General History, 5
 {Rhetoric and composition, 3
 {Physical geography, 2

Second Term

Latin, 5
 Algebra, 5
 {Rhetoric and composition, 3
 {Physical geography, 2

Third Term

Latin, 5
 Algebra, 5
 General History, 5
 {Rhetoric and composition, 3
 {Physical geography, 2

Third YearFirst Term

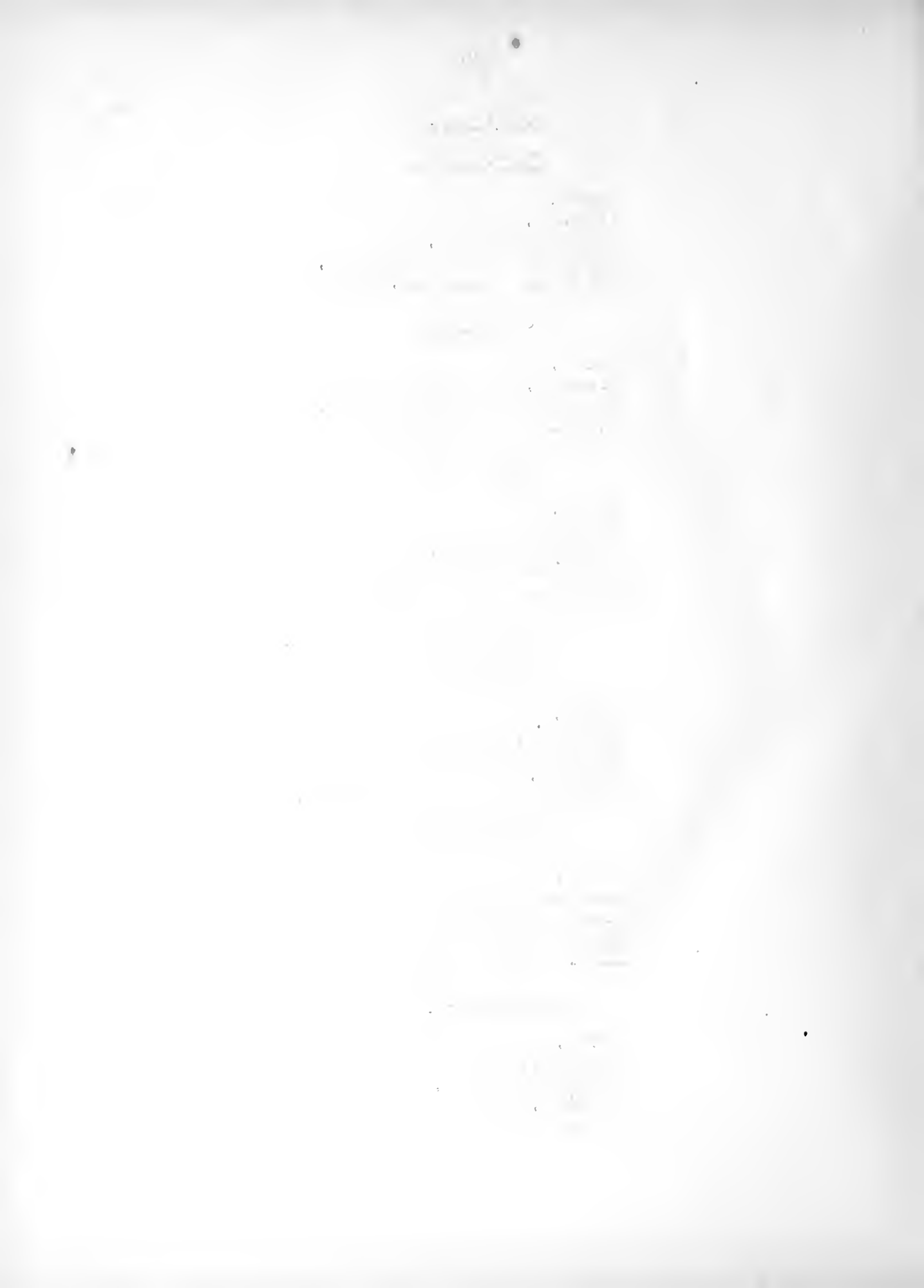
Latin, 5
 Geometry, 5
 Greek or German, 5
 Physics, 5
 Literature and composition, 3

Second Term

Latin, 5
 Geometry, 5
 Greek or German, 5
 Physics, 5
 Literature and Composition, 3

Third Term

Latin, 5
 Geometry, 5
 Greek or German, 5
 Physics, 5
 Literature and Composition, 3.



Fourth YearFirst Term

Latin, 5
 Greek and German, 5
 (Physics, 2
 (Geometry, 3
 Literature and Composition, 5

Second Term

Latin, 5
 Greek and German, 5
 (Physics, 2
 (Geometry, 3
 Literature and composition, 5

Third Term

Latin, 5
 Greek and German, 5
 (Physics, 2
 (Geometry, 3
 Literature and Composition, 5

Fourth Term

Latin, 5
 (Physics, 2
 (Geometry, 3
 Literature and Composition, 5

Literary-Scientific CourseFirst Year

Arithmetic and Bookkeeping, 5
 Algebra, 5
 General history, 5
 English grammar, 5

Second Term

Arithmetic and bookkeeping, 5
 Algebra, 5
 General history, 5
 English grammar, 5

Third Term

Arithmetic and bookkeeping, 5
 Algebra, 5
 General History, 5
 English grammar, 5

Second YearFirst Term

Latin, 5
 Algebra, 5
 General history, 5
 (Rhetoric and composition, 3
 (Physical geography, 2

Second Term

Latin, 5
 Algebra, 5
 General history, 5
 (Rhetoric and composition, 3
 (Physical geography, 2

Third Term

Latin, 5
 Algebra, 5
 (Rhetoric and composition, 3
 (Physical geography, 2

Third YearFirst Term

Latin or German, 5
 Geometry, 5
 Geology, 5
 Physics, 5
 Literature and composition, 3

Second Term

Latin or German, 5
 Geometry, 5
 Geology, 5
 Physics, 5
 Literature and Composition, 3

Third Term

Latin or German, 5
 Geometry, 5
 Botany, 5
 Physics, 5
 Literature and composition, 3

Fourth YearFirst term

Latin or German, 5
 Civil government and state history, 5
 { Physics, 2
 { Geometry, 3
 Literature and Composition, 5

Second Term

Latin or German, 5
 Civil government and state history, 5
 { Physics, 2
 { Geometry, 3
 Literature and Composition, 5

Third Term

Latin or German, 5
 Civil government and state history, 5
 { Physics, 2
 { Geometry, 3
 Literature and Composition, 5

The three courses offered in the Parkersburg High School are planned for the twofold purpose of preparing students to enter higher institutions of learning and of preparing them to perform the activities of life. The Latin course is essentially a college preparatory course. The science course offers an opportunity for students who are interested in science subjects to substitute these for the Latin requirements of the Latin courses, and, furthermore, to substitute modern languages for the ancient languages. The English-Commercial course is evidently planned to prepare young people not intending to go to college for the activities of life. In this course English is substituted for ancient and modern languages and such practical subjects as commercial geography, bookkeeping, art of teaching, and general reviews are included.

The courses of study for the Clarksburg high school do

not seem to have been so definitely planned to attain the two previously mentioned aims as do those of the Parkersburg high school. No plan seems to have been made for training in the performance of the practical activities of life by the addition of commercial subjects or subjects of a like nature. The only difference between the preparatory course and the literary-scientific course for the first year is that arithmetic and bookkeeping in the literary-scientific course take the place of Latin in the preparatory course. The prescribed work for the second year of these two courses is exactly the same. In the third year German is substituted for Latin and science subjects are substituted for Greek or German. In the fourth year German is substituted for Latin, and Civil Government and state history are substituted for Greek or German.

Mathematics still holds its own in all of the courses offered in these two cities. Ancient history has become differentiated into Greek and Roman history. French has been added to the modern languages of the Parkersburg courses of study. Such practical subjects as commercial geography, the art of teaching and general reviews have also been added to this course of study.

An act of the Legislature in 1908 created a State Board of Education and specified that one duty of the Board was to¹ prepare a course of study for the high schools of the state. In compliance with this act courses of study were prepared in

1. Acts of the W. Va. Legislature, 1908, Chap. 27.

1909 for four year, three year, and two year high schools. The following is the course of study prepared by the State Board of Education for the four year high schools:

First Year

First Semester

English, 4
Algebra, 5
Biology, 5 (Elementary)
Botany, geology and physiology, 5
History, 5
Latin, or German, or French, 5
Commercial arithmetic, 4
Typewriting, 1
Drawing, 1
Music, 1

Second Semester

English, 4
Algebra, 5
Biology, 5 (Elementary)
Botany, geology and physiology, 5
History, 5
Latin, or German, or French, 5
Commercial geography, 4
Typewriting, 1
Drawing, 1
Music, 1

Second Year

English, 4
Geometry, 5
Botany, 5
History, 5
Physiography (Physical geography and elementary geology), 5
Latin or German or French, 5
Bookkeeping, 4
Industrial history, 1
Drawing, 1
Music, 1

English, 4
Geometry, 5
Botany, 5
History, 5
Physiography (Physical geography and elementary geology), 5
Latin or German or French, 5
Bookkeeping, 4
Industrial history, 1
Drawing, 1
Music, 1

Third Year

English, 4
Algebra, 5
Chemistry, 5
History, 5
Latin or German or French, 5
Designing, 3
Stenography, 4
Typewriting, 1
Drawing, 1
Music, 1

English, 4
Geometry, 5
Chemistry, 5
History, 5
Latin or German or French, 5
Designing, 3
Stenography, 4
Typewriting, 1
Drawing, 1
Music, 1

Fourth Year

English, 4
Physics, 5
Agriculture, 5

English, 4
Physics, 5
Agriculture, 5

American history & Civics, 5
 Domestic Science and Art, 5
 Latin or German or French, 5
 Mechanical Drawing, 3
 Manual training, 4
 Commercial law, 4
 Zoology, 4
 Drawing, 1
 Music, 1

American History & Civics, 5
 Domestic Science and Art, 5
 Latin or German or French, 5
 Mechanical Drawing, 3
 Manual training, 4
 Business correspondence
 and stenography, 4
 Zoology, 4
 Drawing, 1
 Music, 1

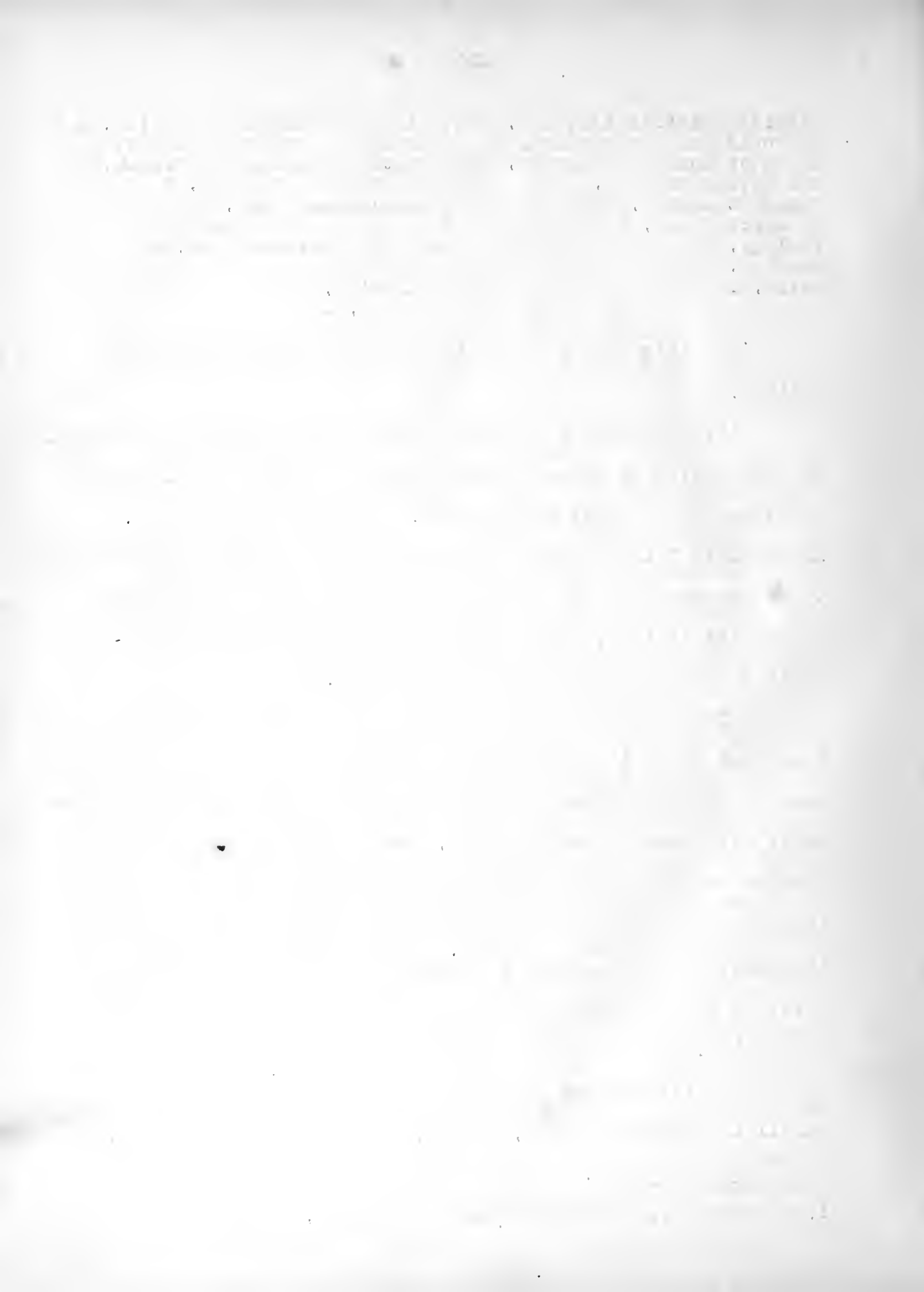
In this course of study the chief aim is stated as follows:

"The purpose of a high school is to afford boys and girls an opportunity to prepare themselves more fully for life than the elementary school will permit. The three or four years immediately following the elementary school period have been found to be unsuccessful for those who leave school to enter upon the duties of life. There is a waste of energy and time that neither the state nor society can afford."¹

That preparation for life is the chief aim of this course of study is manifested by the large number of practical courses which have been added. The minimum number of prescribed units has been reduced to eight, sixteen units being required for graduation. No mathematics nor foreign language are contained in the minimum number of prescribed units. The aim is to permit boys and girls to choose to as large an extent as possible such subjects as are suited to their interests and capacities.

In 1914-15 the Huntington High School offered four parallel courses of study, namely, the college preparatory, the

1. A Manual for the High Schools of W. Va., p. 92.



teachers' preparatory, the commercial and the vocational course. Three college preparatory courses were offered as follows: arts and sciences, engineering, and agriculture. The college preparatory courses were designed to meet the entrance requirements of colleges; the teachers' preparatory course was for the preparation of teachers for teaching in the elementary schools; and the commercial and vocational courses were for the preparation¹ for occupations and vocations.

In 1917-18 the Washington Irving High School of Clarksburg offered three parallel courses: the preparatory, the general, and the commercial. The preparatory course was offered to those students who expected to enter college after graduation from high school, and was intended to meet the requirements for entrance to the best colleges. It was the purpose of the general and commercial courses to prepare students for the duties² of life.

In 1919 the Wheeling High School offered five parallel courses of study, namely, the classical, the general, the commercial, the industrial arts, and the household arts curricula. The classical curriculum was designed for those who wished a general education rather than a high degree of specialization. This was the college preparatory course. Students not expecting to take a regular college course, but desiring a broad education took the general course. Furthermore those not desiring Latin but wishing to emphasize history and science took this course.

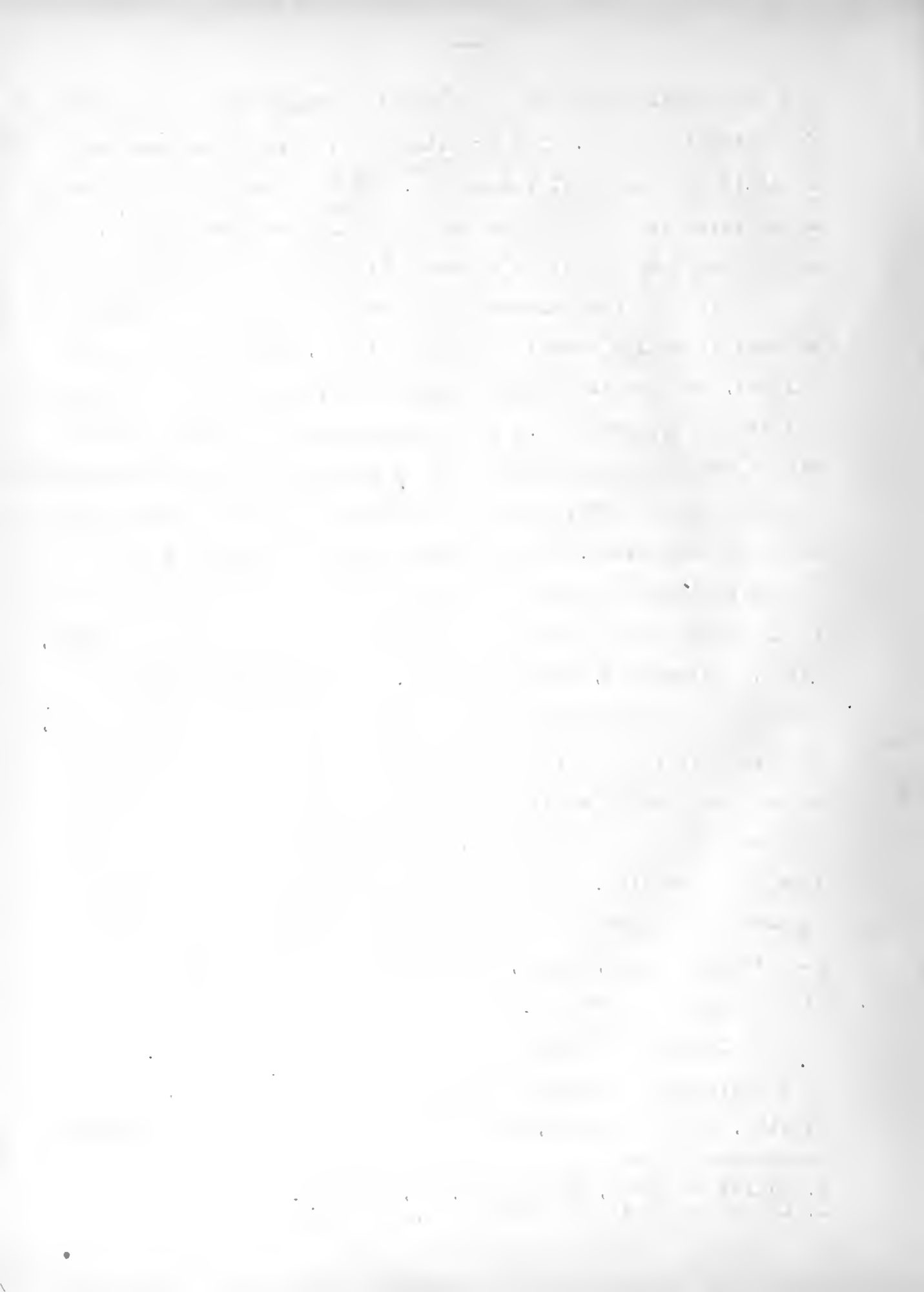
1. Course of Study of Huntington H. S., 1914-15.
 2. Course of Study of Clarksburg H. S., 1917-18.

The commercial course was designed to give training to prepare for mercantile life. The industrial arts curriculum prepared students for technical industries. The purpose of the household arts course was to train girls to be efficient home makers, or¹ to prepare them for lives of work pertaining to household arts.

In 1920 the Fairmont High School offered five parallel courses of study: manual arts and science, household arts and science, commercial college preparatory (classical), and college preparatory (technical). The manual arts and science course should be taken by boys who wish to take all the manual training work the school offers and who intend to follow some mechanical trade or occupation. The household arts and science course should be taken by girls who wish to prepare for useful life in the home or by those who wish to earn their living as nurses, cooks, dressmakers, milliners, etc. The commercial course is designed to prepare pupils for office work, clerks, bookkeepers, stenographers, or private secretaries. The classical college preparatory course should be taken by pupils who plan to enter the departments of literature, arts and science in a good college or university. The technical college preparatory course is planned to enable pupils to enter technical lines of work such as mechanical, civil, mining, chemical engineering and² other technical pursuits.

In 1920 the Parkersburg High School offered six courses of study, namely, the college preparatory, the normal, the special, the commercial, the home economics, and the mechanical

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1. Course of Study, Wheeling H. S., 1919-20.
 2. Course of Study Fairmont H. S., 1920-21.



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arts course.

The following table, containing the subjects offered in the high schools of West Virginia together with the number of pupils pursuing each subject for the decade from 1910 to 1920, will reveal the changes that have taken place in the curricula of the high schools of the state within recent years.

TABLE IX

2
Number of Students Pursuing Each High School Course

	1910 to 1911	1911 to 1912	1912 to 1913	1914 to 1915	1915 to 1916	1916 to 1917	1917 to 1918	1918 to 1919	1919 to 1920
Agriculture	357	486	319	996	1431	1466	1584	1345	1997
Arithmetic, General	1174	1334	863	783	935	974	738	751	
Astronomy								17	35
Biology		759	1038	1591	2194	1804	1986	2030	2174
Botany.	578	688	756	641	738	807	717	576	723
Chemistry	315	272	492	893	992	1178	1398	1361	1754
Civics.	776	858	851	1422					
Civics and Citizen- ship					1406	1945	2016	1900	2405
Commercial Subjects									
Bookkeeping. . .	764	676	751	1145	1227	1306	1435	1734	1960
Commercial Arith- metic.				938	1042	1429	2050	1845	2772
Commercial English. . .						220	76	250	690
Commercial Geography. .	138	269	255	380	756	939	1241	1163	1313
Commercial law	21	109						327	397

(Table continued on next page)

1. Course of Study, Parkersburg H. S., 1920-21.
2. Report of State Supervisor of H. S., 1909-1920.

TABLE IX (continued)

	1910 to 1911	1911 to 1912	1912 to 1913	1914 to 1915	1915 to 1916	1916 to 1917	1917 to 1918	1918 to 1919	1919 to 1920
Stenography. . .	154	198	302	522	684	753	910	1196	1446
Typewriting. . .			407	807	1022	1218	1713	2067	2327
Drawing.	(926	(1130	(1149	(1199	(1135				
Mechanical . . .	{	{	{	{	{	1515	661	550	911
Freehand	{	{	{	{	{	924	875	523	1056
Economics	53	60	106	245	282	284	349	346	571
English					12243	13999	15255	14482	16211
English Grammar and Composition	1601	2040	1912	3488					
English and Amer- ican Literature	2078	2599	2124	3714					
Rhetoric and com- position	2317	2482	3721	3642					
Ethics.						35	100	43	
French	180	309	329	529	653	828	1648	3513	3390
General Science			156	417	1133	2026	2462	2351	3089
Geography, physical	1365	1472	1503	1276	1212	1676	1563	1379	1237
Geology	170	234	283	330	161	327	172	172	95
German.	1214	1366	1620	2358	2692	3051	1391		
Greek	4								
History									
General	860	570	195	261	99	126	318	235	247
Ancient	1226	1564	2046	2862	3271	3526	3491	2117	3129
Medieval & Modern	487	756	1015	1390	1634	2041	1906	2388	2745
American.	625	795	819	1235	1352	1753	1872	1804	3991
English	712	956	981	906	943	1013	670	445	212
Industrial.	11	32	30	69	36	95	61	75	124

(Table continued on next page)

TABLE IX (continued)

	1910 to 1911	1911 to 1912	1912 to 1913	1914 to 1915	1915 to 1916	1916 to 1917	1917 to 1918	1918 to 1919	1919 to 1920
Household Science {	427	667	885	1765	{	2375	2371	2432	2663
Household Art . . {					{	1797	1897	1992	2435
Hygiene and Sanita- tion				356	533	839	949	679	1394
Latin	3125	3574	4113	4453	4560	4549	3976	3713	3362
Manual training . .	115	257	343	745	1102	1439	1331	1329	1673
Mathematics					7				
Algebra.	3630	3595	4188	4860	5427	5820	5584	5182	6296
Geometry	1433	1957	2023	2500	2726	3021	2800	2827	2686
Trigonometry . .	74	32	67	33	97	87	91	167	143
Shop Mathematics								22	69
Music.	2508	2563	2623	2412	3042	3087	4028	3885	
Normal Training Sub- jects	64	62	135	159	285	269	273	642	1534
Penmanship				306		361	513	730	1405
Physics.	599	652	772	841	831	900	875	888	907
Physical Training. .					175	490	1014	1113	3988
Physiology	531	363	696	284	180				
Printing								13	283
Public Speaking. . .				18	44	139	213	116	374
Salesmanship							10	26	108
Sociology.					59	382	163	261	413
Spelling				88	1937	1491	2336	1657	1851
Spanish.					61	229	546	706	1431
Vocations, Survey of					24	168	142	112	480
Zoology.	447	186	217	247	186	267	219	134	232

London, 1881

21. 10. 1881

My dear Mr. Stowe

I have just received your letter of the 19th inst.

and am glad to hear that you are well.

I am very busy at present, but will try to

reply to you as soon as possible.

I am, dear Mr. Stowe, very truly yours,

Wm. Lloyd Garrison

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Within recent years there has been a marked tendency among the high schools of West Virginia to liberalize and broaden their courses of study. New subjects have been given a place in the high schools because of their recognized educational and vocational values, and many of the older subjects are by the aid of modern methods and equipment taught in such a way as to be of more practical value to the students than formerly.

Modern languages are being studied by a constantly increasing number of high school students. The number of pupils studying Spanish in 1915-16 was 61, while in 1919-20 it was 1,431. The number of pupils studying French increased from 180 in 1910-11 to 3,390 in 1919-20. The number of pupils studying Latin is constantly decreasing in proportion to the enrollment. Greek disappeared from the courses of study of the high schools in 1911-12.

More science subjects are taught than formerly, and the number of students studying these subjects is increasing rapidly from year to year. Well equipped laboratories and well-trained teachers have greatly increased the value of science instruction in most of the schools. The sciences that have increased the most rapidly are general science, biology, and agriculture. The number enrolled in chemistry shows an increase also.

The number enrolled in manual arts and household science and art is increasing rapidly. In 1910-11 there were 115 pupils taking manual training; in 1919-20 there were 1,673 taking this subject. In 1910-11 there were 427 pupils enrolled in household

science; in 1919-20 there were 2,663 enrolled in household science exclusive of household art, there being 2,435 enrolled in the latter subject. The number enrolled in commercial subjects has increased rapidly.

The subject of history has undergone some desirable changes, American history is now offered as a full year course in most high schools. In a great many high schools English history has ceased to be taught as a separate subject for the reason that considerable time is given to this subject in the course in modern history.¹ Such subjects as economics and sociology have been introduced into the high schools and have proved valuable additions to the courses of study in a number of schools.

It is now being realized that practical courses in citizenship and hygiene and sanitation are as important in preparing the individual for life as any courses offered, in the high schools. Hence, there has been a rapid increase in the number enrolled in these courses.

Music has become an increasingly important subject in the course of study of most high schools of the state. In 1919-20 there were 3,885 enrolled in this subject. Another new subject appearing in the high schools of the state is the study of vocations. In 1919-20 there were 480 studying this subject.

The high schools are becoming aroused to the importance of physical education. Most of the new high school buildings are provided with gymnasiums and a few schools have physical

1. Report of the State Supervisor of H. S., 1917-18, p. 10.

directors in charge of the work of physical training.¹

English is now required throughout the entire course²
in practically every high school.

Evening classes are now being organized in a number of high schools. In most of these schools vocational subjects are taught. In some of these classes subjects not offered in the day high schools are taught, such as English for foreigners, salesmanship, millinery, etc.

In 1918 the State Manual containing the course of study for the high schools was revised. The new manual is based on the junior-senior plan of high school organization. The course of study prescribed is for a junior high school consisting of grades seven, eight and nine and a senior high school consisting of grades ten, eleven and twelve. This manual did much to liberalize and broaden the courses of study of the high schools.

The results of the liberalizing and broadening of the courses of study has been very gratifying. This has led to the enrollment of a great many young people that the high schools could not have reached by offering the traditional subjects.

Teachers

The first law providing for the establishment of high schools specified that "such school when established shall be kept by a competent teacher or teachers of good moral character, who in addition to the branches of learning prescribed for the

1. Ibid, 1916-17, p. 18.

2. Ibid, p. 16.

primary schools, shall be capable of giving instruction in bookkeeping, algebra, geometry and surveying with such other branches pertaining to the natural sciences and general literature¹ as the board of education may determine."

During the early years of high school development there was no especial law for the certification of high school teachers, nor was there any requirements as to scholastic attainments except in the cities. Almost all of the city school systems conducted examinations for teachers employed in their schools and set standards of preparation for the teachers. But no definite standard was fixed for the high school teachers of the state as a whole until 1908.

In 1873 a law was passed whereby teachers were required to pass an examination on reading, writing, orthography, geography, English grammar, arithmetic and history for the elementary schools; and if the applicant desired to teach in the high schools examinations must be taken on such additional subjects² as were required to be taught in those schools.

In 1908 the number of high schools of the state was increasing rapidly and it was felt desirable to set some standard of scholastic attainment for the teaching force. Hence, a law providing for the issuing of high school certificates was passed. This law is as follows:

"High school certificates valid throughout the state and required for teachers in high schools shall be granted at the same time and under the same regulations as are provided

1. Acts of the W. Va. Legislature, 1863, Chap. 137.

2. Ibid, 1873, Chap. 123.

for other certificates with the exception that the branches or subjects upon which the applicant shall be examined shall be selected in the same manner provided for examinations for primary teachers' certificates. Such certificates shall be renewed as other certificates except that the additional subjects for examination may be selected from the list of additional subjects prescribed by the committee on course of study." ¹

In order to increase the academic and professional preparation of high school teachers and to encourage graduation from the state university or other colleges and universities in West Virginia or other states, the law providing for the certification of high school teachers was amended in 1915. This law provides that a high school certificate valid for five years shall be issued by the state superintendent; the examination shall be on ten subjects designated by the state board of education; these certificates shall be issued to graduates of the West Virginia University and to graduates of other colleges and universities in this and other states, providing the board of education considers the course of instruction equivalent to that of the West Virginia University. Twenty semester hours in education shall be required. Every high school certificate shall show the subject or subjects the holder is especially qualified to teach. ²

An act in 1919 specified that high school certificates should be valid in all high schools and elementary schools of

1. Ibid, 1908, Chap. 27.

2. Ibid, 1915, Chap. 62.

the state and that after July 1, 1922 they should be required¹ in all classified high schools.

No standards were set for the collegiate preparation of high school teachers until the creation of the State Board in 1908 when the following requirements were made by the board:

"High school teachers should be graduates of standard colleges or their equivalent and have adequate professional² education."

In order to carry out the provisions of the law of 1911, providing for the classification of high schools, the state superintendent of schools prescribed the following rules and regulations relating to the qualification of high school teachers:

"Two-thirds of the teachers employed in high schools of the first class must be graduates of standard colleges or universities. Other teachers employed in high schools of this class must have completed at least two years of college work. At least one of the teachers in a high school of the second class must be a graduate of a standard college or university. Other teachers employed in high schools of this class must at least be graduates of standard normal schools or must have completed college work that is equivalent to the work required for normal school graduation. The minimum scholastic preparation required of all teachers employed in high schools of the third class is graduation from a standard normal school or the completion of college work that is equivalent to the work required for normal³ school graduation."

1. Ibid, 1919, Chap. 2.

2. Manual Containing the Course of Study for H. S., 1909, p. 94.

The following table gives the number of teachers employed in the high schools of West Virginia for the years from 1909 to 1920 and also the number of teachers graduates of standard colleges for the same years. This table shows that there has been a steady increase in the number of teachers employed as well as in the number of graduates of standard colleges.

TABLE X

Teachers

Years	Number of Teachers Employed	Number of Teachers graduate of Stan- dard Colleges
1909-10	293	124
1910-11	356	154
1911-12	427	219
1912-13	482	278
1913-14	554	319
1914-15	638	377
1915-16	737	460
1916-17	867	560
1917-18	921	590
1918-19	1,015	640
1919-20	1,129	740

Chapter VI

Conclusions

In this study an attempt has been made to trace certain phases of high school development in West Virginia from 1863 to 1920. For this purpose the years covered in this discussion were divided into two periods, namely, the period from the establishment of the public school system in 1863 to 1908, and the period extending from 1908 to 1920.

It has been shown that high school development during the former period was slow. This may be called a preparatory period in which conditions favorable for high school development were being brought about. It has been shown also that the period extending from 1908 to 1920 was one of rapid growth, high schools having increased greatly in both number and efficiency.

But with all the progress high school conditions in West Virginia are far from ideal. Much remains yet to be done before an efficient system of high schools can be developed. High school progress is still considerably behind that of the northern and western states. And yet, if high school conditions in West Virginia do not compare favorably with those of the more progressive states, it must be remembered that any fair measure of educational progress should be made only in the light of certain underlying forces which either aid or hinder development, and that for this reason the same standard of measurement can not be applied to all states. Educational progress

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in West Virginia was retarded for many years by the operation of adverse factors, while many of the more progressive states had only favorable conditions from the beginning. But many of these opposing forces have been eliminated and the educational future of West Virginia is beginning to look brighter.

Chapter VII

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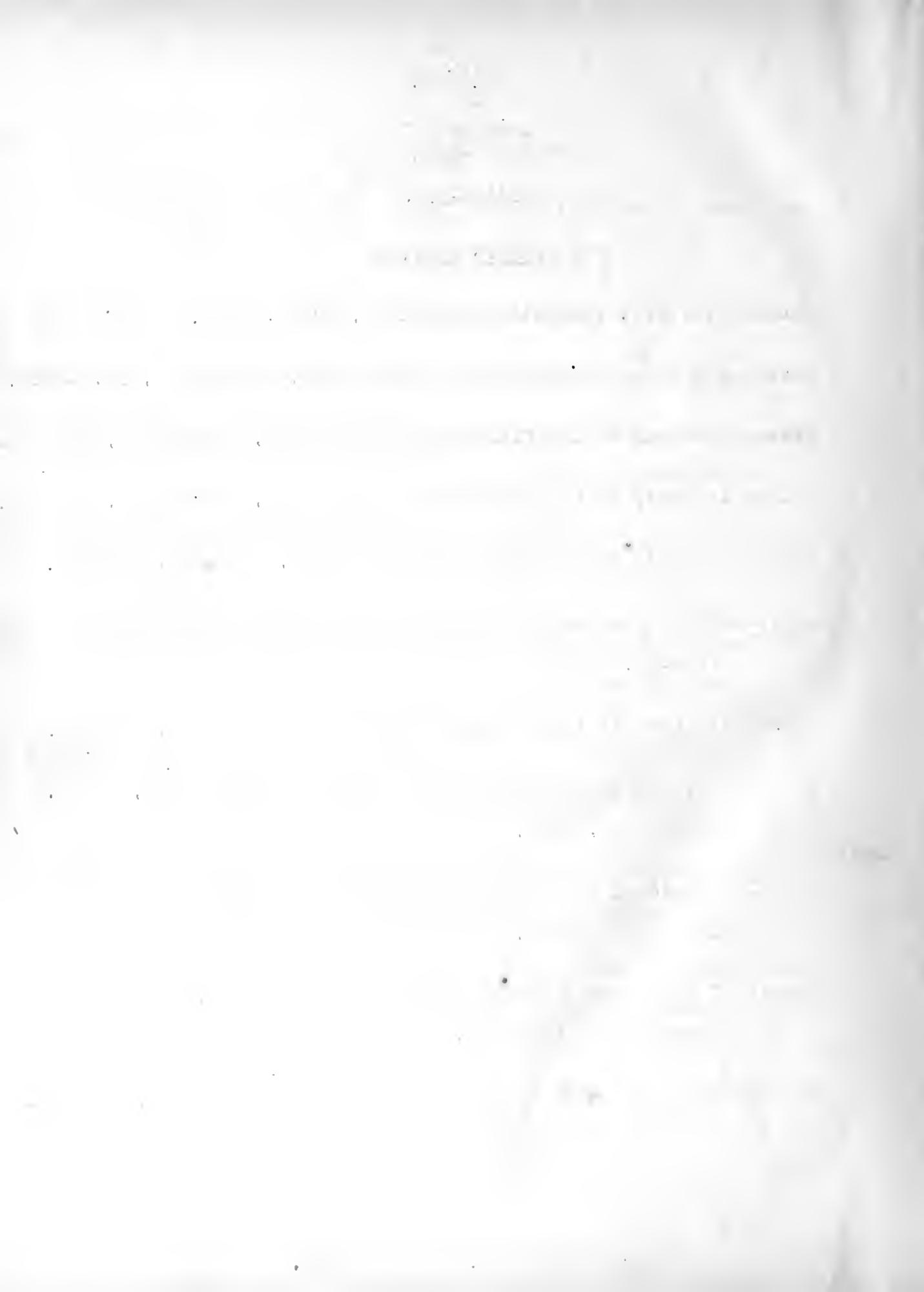
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